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and the General Information Bulletin which can be obtained from the Main Building.

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THE SCHOOL OF SOCIAL WORK:
MISSION STATEMENT

Through excellence in professional education, research, and service,

the University of Texas at Austin School of Social Work

provides national leadership

to promote social justice, alleviate critical social problems,

and enhance human well-being.
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Section 1
The Field Program:
Organization, Structure, and Agency
Partnerships

Organization and Structure
The field practicum for social work education provides a practice setting in which students have opportunities to utilize theory and synthesize the various themes covered in classroom material. Field education is presented as a specialized body of knowledge which provides students an educationally-directed experiential base on which to develop theory-based practice.

In addition to furnishing the experiential component of professional education, it is in the field that the student’s professional identity, professional use of self, and professional ethics and values are fully explored. A significant portion of the student’s time is spent in the field setting. For the undergraduate, 480 clock hours of the senior year are spent on site in a service-giving capacity. The graduate student does two internships over the course of a 60-hour master’s degree program, for a total of 1020 hours: 480 in the first field experience and 540 in the final field internship.

The educational activities which support the field component of the curriculum are the responsibility of the Office of Field Education. A key component is the interaction between the community-based field sites and the UT School Social Work faculty who monitor the students’ progress in their practicum.

At the University, the Field Program activities are the responsibility of the (1) Assistant Dean for Field Education, (2) Clinical Faculty, (3) Field Education Associate, and (4) other faculty performing the liaison function particularly at the Master’s of Science in Social Work final field level.

The Assistant Dean for Field Education
The Assistant Dean for Field Education reports directly to the Dean of the School of Social Work and has the overall responsibility for directing the field program at both the bachelor and master’s levels. The Assistant Dean is responsible for: the design and implementation of the placement processes; the development, utilization, and evaluation of agency settings; the development and evaluation of field instructor training; monitoring student progress in field; development, implementation, and evaluation of field policies; representation of the field program on school committees, university functions, and the professional community; development of databases and reporting systems; evaluation of field program activities; and coordination and evaluation of clinical faculty.
The Clinical Faculty

The Clinical Faculty designation is a non-tenure track faculty position within the School of Social Work providing instruction, monitoring, and evaluation of the field practicum experiences of students within the bachelor of social work and MSSW programs. The position also carries professional advising responsibilities in the Field Program in order to enhance the quality of School/agency/student interaction. The Clinical Faculty member provides a linkage between the School and the professional community with a special focus on assisting students with integration of theory and practice, and with enhancing agency-based field instruction. This liaison role includes the following responsibilities:

- Visit the agency at designated times during the semester to confer with the instructor and the student about the student’s professional development in relation to the educational objectives;
- Participate with the field instructor and student in the assessment of the student’s learning needs and help identify goals and service giving assignments;
- Help the field instructor address issues related to educational progress of students;
- Attempt to identify early possible problem areas with individual students and move in to assist both the student and agency to meet educational needs and resolve conflicts;
- Aid in the growth and training of field instructors in their educational role; and
- Assign the grades for students.

It should be noted that Clinical Faculty is a University designation for non-tenure track faculty and is separate and apart from the Clinical or Community and Administrative Leadership concentrations within the School. Clinical Faculty are chosen, trained and knowledgeable in generalist foundation education as well as advanced Clinical and CAL concentration specific social work.

Criteria for Selection of Participating Agencies

Agencies/organizations used as field instruction sites are selected on the basis of their commitment to service delivery and to providing learning opportunities for students. These encompass a wide variety of agencies which reflect the spectrum of human needs and services. Some examples include traditional counseling agencies, health services, governmental offices on the local and state level, legal and court settings, delinquency and crime prevention, mental health services, and the private sector. Due to the nature of class/field in the undergraduate sequence and the first year MSSW program, these students are typically placed with organizations in Austin and the surrounding communities. MSSW final field students have a wider selection of internships throughout the state of Texas, nationally, and internationally.

All agencies/organizations must meet the following minimum requirements:

1. The availability of necessary learning experiences;
2. The willingness of the agency executive and staff to support the educational goals of the School;
3. The availability of appropriate supervision;
4. A primary purpose of the organization, or the identified program or department within an organization, must be to address human needs. This can include the areas of social policy formulation, administration, evaluation, research, direct service delivery, the workplace, etc.;
5. The agency/organization cannot engage in discriminatory practices in hiring personnel, accepting students or serving clientele;
6. The agency/organization is committed to the educational goals of the School as demonstrated by the field instructor’s participation in the School’s educational program. These activities might include: guest lectures, attendance at field instructor workshops, participation in School of Social Work committees, etc.;
7. The agency/organization must support the placement and allow sufficient release time for the field instructor to provide educational supervision to the student.;

8. A reasonable stipend for the services of the student is encouraged for those agencies where possible. This will vary by organization and is based on similar programs for student internships within that organization, as well as on hours of service;

9. An agency’s field instructor must have a degree in Social Work from an accredited University. The primary field instructor of record for BSW students must have a Bachelor’s or Master’s degree from an accredited School of Social Work. Two years of post-graduate experience is required for those with a Bachelor’s degree and preferred for those with a Master’s degree.

The primary field instructor of record for MSSW students must have a Master’s degree from an accredited School of Social Work. Two years of post-graduate experience is necessary for the supervision of MSSW students.

10. The agency/organization must have necessary administrative capacity to sustain student activities (space, phones, privacy when needed, administrative support, etc.);

11. The agency/organization must provide necessary measures to protect students’ safety. This may minimally include training in: policies and procedures for conducting home visits; interacting with potentially difficult clients; and handling emergencies, as well as appropriate screening of student assignments by field instructor(s);

12. The agency/organization must have a system of community accountability. This is demonstrated by a representative board of directors; fiscal accountability via the budget review process; or in the case of private-for-profit direct service organizations, be subject to periodic review by an accrediting agency or other body of accountability; and

13. The agency must communicate changes in supervision to the Field Office as soon as possible in order to make the necessary arrangements for student supervision.

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**Becoming a Field Internship Site**

The initiative for instituting a field internship in a given organization may originate either with the School or the Agency. Processing the request involves:

1. Review of the proposed program assignment;

2. Conference either by telephone or in person with the administrator and/or field instructor of the agency/organization and members of the Community Partnership Development Committee concerning agency expectations of the School; and

3. Clear delineation of how the educational requirements can be met in the placement via the application materials completed by the agency.
Role of Participating Agencies

In general, organizations that have agreed to serve as educational centers for the Field Program need to commit sufficient resources for provision of the following:

1. A field instructor for one or more students;
2. Administrative and educational supervision time totaling no less than one hour per week for each 16 hours in field per student;
3. Adequate learning opportunities for meeting the field objectives;
4. Adequate protection of student’s workload to facilitate maximum use of field experiences for meeting field objectives;
5. Office space, interviewing space, telephone, and clerical staff support for student’s work;
6. Field instructor’s attendance at a minimum of one field instructor workshop annually. These workshops are offered free to approved field instructors at the beginning of each fall and spring semester;
7. Field instructor's release to complete the online training modules available at the School's website;
8. Participation by previously identified administrators and the field instructor for conferences during faculty liaison site visits; and
9. Access to agency staff meetings and other appropriate staff/board meetings by which the student may interact with and/or observe the organization outside of the regular supervisory context.

Criteria for Selection of Field Instructors

It is an acknowledged part of education in Social Work that the field experience is an extremely valuable component in social work education. In fact, the Council on Social Work Education has termed field the "signature pedagogy" of social work. Therefore, the choice of a field experience and the quality of the on-site educational supervision are of utmost importance. Field instruction is provided by a social work practitioner within an agency setting. The following are criteria established for the selection of an agency-based Field Instructor.

Instructors for BSW and MSSW Students

- The primary Field Instructor of record for BSW students must have a Bachelor’s or a Master’s degree from an accredited School of Social Work. Two years of post-graduate experience is required for those with a Bachelor’s degree and preferred for those with a Master’s degree.
- The primary Field Instructor of record for MSSW students must have a Master’s degree from an accredited School of Social Work. Two years of post-graduate experience is necessary for supervision of MSSW students.
- The Field Instructor must be recommended by the host Agency as competent in the profession and capable of student instruction. The Agency must also agree to support the Instructor in the educational role.
- The Field Instructor must agree with the educational goals of professional Social Work education and be committed to quality education for the student.
- The Field Instructor is required to work closely with the School in the assignment of case material and is responsible for providing timely feedback to the School on the progress of the individual student through the Faculty Liaison.
- The Field Instructor is expected to participate in the ongoing mutual exchange of ideas with the faculty. Arenas for these include but are not limited to liaison interactions, seminars and workshops that are held throughout the year.
New Field Instructors are expected to submit a resume to the field office, complete online new field instructor training, and attend orientation sessions and/or be available for individual orientation by clinical faculty where attendance would provide undue hardship. New Field Instructors are also expected to have at least six months experience in their employment position before being assigned interns.

General Duties of All Field Instructors
Field instructors are vital in the provision of administrative and educational supervision for each student and are involved in the development of field assignments, coordination with faculty liaisons and in participation in field instructor workshops. Once the student arrives at the agency, the field instructor coordinates the student’s orientation to the agency and the initiation of field assignments. Regular supervisory conferences, held on a weekly basis, may be supplemented with additional brief supervisory contacts, depending on the student’s needs. Scheduling of faculty liaison visits to the agency will be the responsibility of the faculty liaison; however, coordination of students’ and staff schedules within the agency for these visits is the responsibility of the field instructor.

Educational issues, as well as administrative issues, encountered in the supervision of students must be identified as early as possible. Whenever the field instructor is uncertain about the gravity of his/her observations, deliberation with the faculty liaison must be carried out as soon as possible. Needless to say, unethical conduct on the part of the student should be reported immediately. (Please refer to policy on removal of students from field placement: Section 2.)

Specific Field Instructor duties include:
1. To orient the student to the setting. This includes all relevant personnel policies and procedures, meetings, dress code, record keeping and agency documentation, confidentiality and HIPPA regulations, intake, referral, transfer and termination, special auspices, etc.;
2. To establish an educational contract with each student;
3. To provide the necessary experiences to meet the educational goals;
4. To teach the appropriate use of supervision including when and how it is utilized and to what purposes;
5. To serve as a professional role model;
6. To help the student understand and appropriately use the network of human services available to that agency and the clients;
7. To evaluate with the student and the faculty liaison the progress of the student throughout the semester;
8. To provide regularly scheduled and uninterrupted supervisory conferences for the purpose of enhancing the student’s educational learning and practice skills;
9. To provide necessary training and monitoring of students’ compliance with safety policies and procedures for conducting home visits, interacting with potentially difficult clients, and handling emergencies. Students and field instructors should work out a plan, in advance, for what to do and how to get help if a student feels unsafe;
10. To notify the Faculty Liaison as soon as possible should problems regarding the student arise in the field setting. If necessary, the Faculty Liaison and Field Instructor might then confer with the Assistant Dean for Field Education and make decisions regarding the student.
11. To participate with the School in a continuing mutual effort to upgrade and enhance the Field Program and to attend School workshops for field instructors;
12. To participate with the School whenever possible by sharing their expertise in specific areas; and
13. To communicate to the Office of Field Education any planned or unexpected changes that would impact actual or future supervision of students.
Annual Field Instructor Award

Each year, one field instructor is selected to receive the Field Instructor of the Year award. This award recognizes outstanding field instruction and a long-term commitment to social work education. Effective 2008-2009, this recognition comes with a small cash stipend supported by the Jane Addams Field Education Endowment. The Field Instructor of the Year award is determined members of the Field Committee which consists primarily of clinical faculty liaisons.

The Field Instructor of the Year must:

- have been approved for three years or more;
- participate in field instructor workshops;
- have supervised interns within the last three years;
- take an active role in other areas of the School, i.e., guest lecturing; and
- be actively seeking or supervising students currently.
Procedures for Establishing Affiliation and Program Agreements
The University of Texas System has developed standard forms for use by component schools (including schools of social work, nursing, pharmacy and others) to establish educational affiliations. These Affiliation Agreements are supplemented by a Program Agreement for the specific school or professional area involved. Affiliation and Program Agreements are not required by the School of Social Work; however, if you think that your agency needs such an agreement, please follow the guidelines below.

Instructions for the process of establishing Affiliation and Program Agreements
1. Contact the Office of Field Education to initiate the Affiliation and Program Agreement process (512-471-6207).
2. The University of Texas at Austin can provide your agency with a standardized affiliation agreement form or your agency can provide The University with your system’s form.
3. Once received in the Office of Field Education, the proposed and/or signed affiliation agreement is reviewed by the Assistant Dean for Field Education.
4. Pending agreed upon revisions between the Office of Field Education and the agency as needed, the affiliation agreement then moves to the Executive Vice President and Provost office for review.
5. The Provost’s office reviews all affiliation agreements for The University of Texas at Austin and will revise and/or approve the proposed agreement.
6. Once the agency or institution and The University of Texas at Austin are in agreement, all parties including those authorized at the agency/institution, the Dean of the School of Social Work and the Provost’s office representatives sign approval. This process can take up to five months.
7. Once signed, three originals should be mailed to the following address:
   Office of Field Education
   UT School of Social Work
   1 University Station D3500
   Austin, TX  78712-1203

If you have any questions about the forms or procedures, please contact the Field Education Associate in the Field Office at (512) 471-6207.

These agreements will legally establish a working relationship between your facility and The University of Texas at Austin, School of Social Work.

CSWE Field Standards
The Council on Social Work Education (CSWE) is the accrediting body for Schools of Social Work throughout the United States and Canada. In this capacity, CSWE establishes the basic educational and professional standards for Baccalaureate and Master’s level professional degree programs. The standards below were approved in 2008 by CSWE. These cover the standards pertinent to the field practicum section of the Education Policy and Accreditation Standards (EPAS). The BSW and first field MSSW field experiences are expected to provide generalist practice experiences. Final MSSW field practicum is expected to provide advanced practice experiences.
EDUCATIONAL POLICY

Educational Policy B2.2—Generalist Practice
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice
Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

ACCREDITATION STANDARDS

Educational Policy 2.3—Signature Pedagogy: Field Education
Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard 2.1—Field Education
The program discusses how its field education program
2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.
M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.
2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.
2.1.4 Admits only those students who have met the program’s specified criteria for field education.
2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.
2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.
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Section 2
Policies and Procedures
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Bachelor in Social Work Field Placement

The BSW field sequence consists of the field practicum SW640/SW641 and the integrative seminar SW444. The field sequence is undertaken in the student’s final semester and entails 32-35 hours in field per week, for a total of 480 hours. The integrative seminar meets four hours weekly.

Policy Statement on Agency Selection
Field settings for BSW students are chosen with the following goals:

1. The student will have a field experience that supports the generalist approach as the underlying foundation for the field sequence.
2. The student will be in a practice setting that enhances his/her understanding of practice within the social work domain.
3. The agency will provide a real “learning” or “educational” experience for the student, rather than a “work” or “observation” experience.
4. The agency will provide appropriate supervision for all BSW student activities including the screening and selection of assignments geared to a beginning level student and regular ongoing feedback.

Process for Placement of BSW Students
1. In the long semester preceding the field semester, students begin the field placement process. The Assistant Dean for Field Education and Clinical Faculty review each student’s original application materials and updated field questionnaires and consult with the student to complete the assessment and discuss specific agency possibilities.
2. This information is matched with available agencies and their educational opportunities and resources. During this process field program faculty and/or staff may communicate with agencies, sharing basic profile information about specific students.
3. Typically the student meets with the agency-based field instructor after assignment of the placement.
4. Although students have input into the placement decision, the primary determining factors continue to be the student’s needs and learning styles, matched with the availability and resources of appropriate agencies.
5. When the final match has been made, the Office of Field Education communicates with the student and agency by email confirming the placement.
6. Once the Faculty Liaison is assigned further communication with the agency is through the liaison.
Required BSW Assignments
All students write an educational contract with the assistance of the field instructor and review by the faculty liaison. This should be done in the first week of placement (and prior to the initial liaison visit); and is based on the educational objectives, individual student learning needs, and agency resources. Assignments are identified by the field instructor with consultation from the faculty liaison and are based on the educational objectives. Students are given a minimum set of assignments, regardless of agency setting, but these are individualized for each student. All students must have an opportunity to work with disadvantaged populations.

Minimum assignments include the following:
1. Opportunities to work with individuals and families with a wide variety of needs and concerns. Assessment and linkage with appropriate referrals in the community are important aspects. Experience in the problem-solving process from engagement to evaluation is required, including:
   a. intake;
   b. assessments;
   c. collateral contacts; and
   d. ongoing cases.
2. Students are expected to co-plan and co-facilitate a group within their agency. The student needs to be involved in planning, implementing, and co-facilitating the group.
3. Students are expected, under supervision, to carry out an administrative, planning or research assignment in service of developing and integrating macro level practice and perspective. Projects that are identified should be within the normal duties of the professional staff and must have agency sanction. The assignment has several identifiable stages:
   a. identification of a need within the agency or community;
   b. consideration of policy implications of the project;
   c. consideration of alternative approaches;
   d. delineation of a plan, including methods and resources;
   e. implementation of the plan;
   f. coordination of the systems involved; and
   g. evaluation of the process and outcomes.
4. Students are expected to engage in other indirect service activities such as:
   a. attend staff meetings;
   b. attend case reviews;
   c. attend other staff development activities;
   d. attend meetings of the agency’s Board of Directors or other policy making group;
   e. attend other community, professional, inter-organizational meetings, public (city, state, federal) policy-making groups; and
   f. observe and/or participate when the legislature is in session.
5. Students are expected to complete an analysis of their placement agency.
6. Students are expected to document their experience in the following ways:
   a. process recordings;
   b. field logs or journals;
   c. written assignments for seminar;
   d. case assessments;
   e ongoing case documentation; and
   f. group recordings, where appropriate.
Supervision
On-site social work supervision is the most educationally sound model for undergraduates who need a strong role model and clear, consistent, and timely supervision from a social work perspective.

The student requires a minimum of one hour of individual supervision by the designated field instructor per week. Additional supervision might be offered in a group setting (e.g. with other workers or students) or by other agency personnel (e.g. administrative supervision by the agency executive, consultation with a specialist). The additional supervision does not substitute for the standard hour of supervision required by the field instructor. Students should also have access to the field instructor on an as needed basis.

Master of Science in Social Work First Field Placement
The first field placement occurs in the first year for full-time students and in the second year for part-time or full-time extended students. Field is taken on a concurrent plan that provides field instruction activities 16-20 hours per week during both semesters for a total of 480 hours. In addition, students take a three hour practice class and spend an hour weekly in a field seminar held at the School. It is felt that the concurrent field plan best addresses the need of beginning students in these ways:

1. It provides the maximum potential for coordination between class and field instruction, emphasizing the relationship between knowledge and practice.
2. It provides an earlier opportunity for students to relate theory to professional social work practice and its issues.
3. It is a format within which students have a great opportunity to develop interactional and analytical skills by virtue of having a field placement of longer duration, covering two semesters.

Policy Statement on Agency Selection
The first MSSW field placement for each student is chosen with the following goals:

1. The placement will support the generalist model of social work as a foundation from which to build.
2. The agency will be able to provide the student with four basic requirements: individual cases, intake/assessment, a group experience and macro level experience including a Community and Administrative Leadership project.
3. The student will be in a practice setting that will expand, enhance and/or introduce new elements into his/her previous work and educational experiences.
4. The setting will provide a real learning or educational experience for the student, rather than a work or observation experience.

Process for Placement of MSSW First Field Students
The first field assignment is determined in the following manner:

1. The folders of incoming students are reviewed by the Assistant Dean for Field Education and Clinical Faculty.
2. After acceptance into the program, students receive a questionnaire eliciting specific information regarding past work experiences, volunteer activities, limitations or specific problems regarding participation in field (transportation, personal items, etc.), and areas of interest. A field file is established incorporating this data plus pertinent material from the admissions process. Clinical Faculty review all of the material.
3. Approved agencies are surveyed for the upcoming semester.
4. In the initial sorting the students are placed in cohorts that take into account such
factors as experience level, interests, classroom diversity and selected concentrations.

5. A match is made with the agencies that best seem to meet individual student’s learning needs.

6. Faculty and/or staff of the Field Program may contact the agency and communicate the name of the proposed student and a brief pertinent summary of the student’s professional and educational background.

7. The student is assigned to a faculty liaison and corresponding seminar by the Assistant Dean for Field Education. In most cases the faculty liaison and practice classroom instructor is the same person.

8. The faculty liaison and collaborates with other clinical faculty including the Assistant Dean for Field Education to match the student with a suitable placement.

9. The placement is finalized with the agency by phone and/or email confirming the student’s name, weekly schedule, dates of placement, the seminar instructor, and faculty liaison.

10. At orientation the student is assigned to a field seminar and receives written confirmation of the field assignment, with starting date, agency, and contact person.

11. An orientation to field is conducted by clinical faculty during and/or prior to the first week of classes.

12. Field usually begins the second week of classes.

**Required Assignments**

The following are minimal expectations for the first placement:

1. All students, with the assistance of the field instructor, will write an educational contract that will be reviewed by the faculty liaison during the first visit.

2. The student will carry three to six individual ongoing cases each semester.

3. The student will have the opportunity for intake/assessment.

4. Each student must have a group experience. Although it is not always possible to implement this in the first semester, the student should begin the planning phase during that time. The student will plan, implement, and co-facilitate a group over the course of both semesters.

5. Each student must have an administrative, planning, or research assignment during the course of the year in service of developing and integrating macro level practice and perspective. This should be something that benefits the agency and is accomplished with the cooperation of the staff. That assignment has several identifiable phases, such as:
   a. identification of a need within the agency or community;
   b. consideration of policy implications of the project;
   c. consideration of alternative approaches;
   d. delineation of a plan, including methods and resources;
   e. implementation of the plan;
   f. coordination of the systems involved; and
   g. evaluation of the process and outcomes.

**Supervision**

All master’s placements require supervision. Typically, this is an on-site employee of the agency. Each student requires a minimum of one hour of individual supervision by the designated MSSW field instructor per week. Additional supervision might be offered in a group setting (e.g. with other workers or students) or by other agency personnel (e.g. administrative supervision by the agency executive or other staff, consultation with a specialist). The additional supervision does not substitute for the standard hour supervision required of the field instructor. Students should also have access to the field instructor on an as needed basis.
MSSW Final Field Placement
The final field internship is a block placement that provides 540 hours in the practice setting in the final semester. This may be clocked over one semester at approximately 36 hours per week or over two semesters at approximately 18 hours per week. It is felt that this structure best provides for the different learning needs of the concentration placement. The advantages of this arrangement are:

1. the use of block placement enables the School to locate out-of-town field settings which are particularly appropriate to individual learning needs;
2. it allows for a more intense experience with week-long immersion in the workings of an agency and provides a more in depth experience; and
3. it facilitates the transition from social work student to social work practitioner.

The final field placement, which will be in the student’s chosen concentration area, is arranged for each student with the following goals:

1. The student is an emerging professional. This is the transition semester between classroom/education and field practice/professional identification.
2. The student should take a very active part in determining his/her learning and professional goals and this should be reflected in the selection of a field setting.
3. The student should accept professional responsibility for the interview process in affiliating with an agency/organization.
4. The School accepts a more advisory/broker role in this placement.
5. The School helps both the student and the agency clarify what is expected from this final placement.
6. Placement is an interactive process between student, school and agency, with agency and student taking more active roles than in the first placement.

Placement Processes for Final Field
The following procedures are used in the final placement:

1. Students attend mandatory informational meetings about the placement process.
2. A list of approved agencies with brief descriptions of each program is made available to students by concentration.
3. The student attends the Agency Field Fair and reflects on possible agency “fits.”
4. The student prepares a written statement of his/her educational goals for placement.
5. The student prepares a professional quality resume.
6. Students and their assigned clinical faculty advisor discuss the resume, educational goals and prioritize agency/organizations for the interview process.
7. A “final” ranked prioritization of settings is made by the student.
8. Student resume and educational goals are sent to the agencies.
9. Students are sent information by the field office to set up an interview with the agency.
10. Additional interviews may be necessary. After the interview process is complete, the agency notifies the School of the acceptance of the student.
11. The match is made and the agency and student are officially confirmed in via email from the Office of Field Education.
12. Students are oriented to the specific field placement by the agency.
The students are given a packet during the informational meeting which outlines the above procedures, giving deadline dates for each activity.

Atypical Placement Process for Final Field
The majority of students will be placed using the regular placement procedures. A significant minority, however, will find placements using the atypical placement process, which includes early placement opportunities, work-based, domestic long distance, and international placements.

Early Placement Opportunities
The School partners with several agencies that initiate an early placement process due to a variety of agency-based reasons including but not limited to out of town status, competitive placement settings and/or the needs of the population, i.e., long-term counseling. Students will have the opportunity to attend informational meetings about these specific placements, their timetables, opportunities and expectations in early spring of the year prior to what would otherwise be their regular spring placement. Agencies must present compelling reasons of benefit to the students to be eligible for the early placement process.

Work-Based Placements
Rationale for Policy
With decreasing financial aid for students and increasing educational costs, the need to utilize the work setting as a field placement may become an option to be considered on an individual basis. The Council on Social Work Education’s (CSWE) standards address the need to maintain the educational focus of the field experience, to differentiate between job and practicum activities, and to ensure the uniformity of administration and utilization of field placements throughout the Bachelor’s and Master’s programs. In addition, the Council’s standards stress that such agencies commit the necessary resources to facilitate the student’s progress in the educational program even though the student may also be an employee. CSWE standards also require that coverage of educational objectives for field be the foundation of decisions around a student’s practicum experience.

Policy Statement
The criteria for the utilization of the regular work setting as a field placement has been established by The University of Texas at Austin School of Social Work and includes the following:

1. The proposed field activities must represent new and different experiences for the student. This “change” in field assignments might be accomplished by changing to a different client population from the work duties and/or changing to a different department within the agency. Differing roles and responsibilities which fulfill the educational objectives of field must be a part of this change. The intent is to establish a new and unique assignment that would contribute to the student’s learning something new.

2. The agency must be sufficiently large and/or flexible enough to place a student for the required number of field hours in a sufficiently different section/program other than the current employment; or,

3. If the student has been employed for less than three months, the employment/job duties may be considered as a practicum if they meet the educational objectives of field and all other criteria.

4. The agency must provide a Field Instructor who is not the regular administrative/job supervisor. This person must meet all of the criteria of a Field Instructor.

5. Like all the School’s Field Instructors, the work-based Field Instructor must have a Master’s degree in Social Work and two years of post-graduate experience. In addition,
s/he must meet the requirements for the selection of Field Instructors and follow the selection process.

6. The agency must facilitate activities that address the educational objectives of the practicum.

7. The agency must assure the availability of release time for the student for course work and field activities.

8. Agencies must meet all of the other criteria for agency practicum sites or be willing to meet those and go through the process to become an approved site.

9. BSW and MSSW first field work-based placements are strongly discouraged and will only be considered in strongly compelling circumstances.

10. There exists a related field policy that states that the agency in which a student is placed for the final field placement must be a different agency from the agency they were placed in for their first field placement. However, if an agency is large and offers a variety of programs to clients, it is possible for a student to use the same agency for first and final placements. Under this provision, a student must be assigned to a program that is different from the first placement. The student must have a supervisor, client population, and educational experience that are different from the first placement to satisfy the conditions for use of an agency for first and final placements. This policy also pertains to students requesting utilization of a place of employment.

Processing the Request
The student interested in this alternative should schedule a meeting with the Assistant Dean for Field Education at least one full semester before entering field, or in the case of a request to use new employment, as soon as possible. In preparation for discussion at this meeting, the student should prepare a written request containing the following information:

a. Description and duration of current job responsibilities;
b. Beginning date of employment with agency;
c. Description and duration of proposed internship responsibilities;
d. Proposed beginning and ending dates for internship;
e. How the student and agency will work together to differentiate and protect the intern’s role as learner;
f. Present and potential job and internship supervisors as well as intended Field Instructor; and
g. Plan for release time for coursework and field work, if appropriate.

After review and revision as needed, the student should submit a copy of the finalized request signed by the student, his/her current employment supervisor, proposed field instructor and, if called for, proposed daily supervisor.

Once the proposal is turned in to the Office of Field Education, the Assistant Dean or one of the Clinical Faculty will explore the proposal with the agency staff. A decision by the Assistant Dean for Field Education will be forwarded to the student in writing within 30 days. This process is time-consuming for the student, for the agency considering such a proposal, and for the Office of Field Education. Every effort should be made to initiate work on the proposal as early as possible.
Students will be expected to follow the steps in the placement process, including attendance at informational and orientation meetings. Students are also expected to consider other placement options, should the use of the employing agency not be possible.

**Domestic Long Distance Field Placements**

Students come to The University of Texas at Austin from all over the country and our graduates are employed around the globe. The School of Social Work recognizes the importance of providing flexibility for students seeking internships in the areas of expertise or geography important to their careers. For that reason, the School works with students to support them in seeking and developing domestic long distance placements. The international placement process is completely separate and distinct from the domestic long distance placement process and is addressed in a separate guide to field. Hawai‘i and Alaska’s placement process is more closely modeled after the international process and is subject to additional student fees. Students interested in placements in these non-contiguous states are expected to coordinate closely with the proposed agencies and the Assistant Dean for Field Education.

The School does proffer some domestic long distance placements through the pre-placement process and in the regular placement packets that lists agencies available. The term domestic long distance placement is inclusive of all placements beyond 100 miles from the UT-SSW and indicates that students in those sites are eligible for taking associated classes via long distance means and not required to attend classroom gatherings.

For placements in the central Texas area, students are required to work through the OFE to allow the OFE to explore new options. For domestic long distance placements, it is just the opposite. Students are required to take the initiative to set up their own placements in coordination with the OFE.

Students considering a Domestic Long Distance field placement will need to:

1. **Attend the DLD orientation** the spring semester one year prior to the desired spring placement.

2. **Submit the required three letters of reference** found in the back of the MSSW Graduate Guide to Field and receive approval to move forward in this process from the Assistant Dean for Field Education by the advertised time frame (during the summer);

3. **Select potential placement agencies** and determine their openness to hosting a UT-SSW intern. To be a viable placement site, agencies must provide educational opportunities specific to the student’s concentration in the program. MSSW candidates are required to complete a concentration specific placement (Clinical or CAL) under the supervision of a licensed, on-site MSSW with two years post graduate experience and students are to receive two hours of supervision a week. Students will need to meet the educational objectives outlined in their field syllabi in SW694R/394S. These syllabi are available on the School website [http://www.utexas.edu/ssw/](http://www.utexas.edu/ssw/) and it is the student’s responsibility to provide these to the agencies.

4. Once the potential agency contacts have been solidified, email the contacting information to the Field Education Associate who will follow up with the requisite paperwork to determine the agency and the placements’ ability to support the student in meeting his/her educational objectives. Please note that medical institutions often require additional legal contracts that can take up to five months to process;

5. Understand that placement choices will be limited based on available approved agencies in that location. Placements in some areas may not be feasible due to limited resources and availability of approved agencies; and
6. Understand that if the DLD placement option fails to solidify, the student is subject to the regular placement process and may have to deal with the consequences of a late start due to the DLD pursuit.

7. If a DLD placement falls through, the student on location bears the primary responsibility for securing a new placement in coordination with the faculty liaison and OFE.

8. In non-contiguous states (Alaska and Hawai’i), pay the $1500 student fee associated with the use of these placements.

Generally speaking, students are encouraged to finalize DLD placements prior to the start of the interviewing phase of the regular placement process out of respect for the resources of the agencies, students and the School.

The OFE may consult with students and agency contacts via phone or in person and will communicate decisions via email with both the student and the agency. The Assistant Dean for Field Education will assign a faculty liaison prior to the start of the spring semester. The Faculty Liaison will be a resource, support and source of accountability via phone and email and will visit the student once during the course of their internship.

Eligibility
At the bachelor’s level, technology currently limits the number of students able to complete a DLD placement to two per section of SW444. Two letters of reference are required in addition to a narrative and these are reviewed by members of the BSW Committee with final determination resting with the Assistant Dean for Field Education.

At the master’s level, only final field students are eligible to set up DLD placements. Students must be in good standing with the School in order to be approved for DLD placements. The additional standard of proof is because the student will be further beyond the School’s resources in case the need for additional support arises. The three required letters of reference are in place to provide this evidence.

Students cannot be in the midst of an unresolved official level review process unless they have the explicit permission of their review members. Students are required to submit three letters of reference from UT-SSW faculty members as evidence of their potential to successfully complete a DLD placement.

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**Recommendations to students for connecting with potential DLD placement agencies**

The following is recommended procedure to assist students in finding a suitable out of town agency placement.

First, students should select a target area that matches their interest. This may be an area of practice, i.e., wilderness camps, or a geographic area, i.e., a student’s home state. To find agencies in the determined target area, students are encouraged to start broad. Use the United Way website for that community and other internet resources or contact members in professional networks in that area like the National Association of Social Work local branch. Students can email the Field Education Associate at ssw-field@austin.utexas.edu and s/he will provide a list of agencies in that area that OFE has used before if UT-SSW students have interned in that area. Please know that these are not active placement sites, but leads to get students started. Contact often change and the School’s relationships with long distance agencies are often less current than local ones. The Director for the DiNitto Center for Career Services can also be a good resource to help students get started due to that office’s extensive social service agency connections around the nation.

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International Placements

Human needs do not recognize national boundaries and social work has a long and growing history of global response. Further, the School recognizes and values the oftentimes uniquely transformative nature of international placements and the educational advancements those can provide social work students.

At the master’s level, only final field students are eligible for international placements. Students must be in good standing with the School in order to be approved for international internships and beyond that must be deemed by the International Committee to be a good ambassador on behalf of the School, the United States and the social work profession. International internships are a privilege not a right for students. The School retains the right at all stages of the placement process to deny a student access to an international placement. Due to technological constraints, the School can support no more than two long distance (DLD and international combined) placements. BSW students must meet the same screening criteria as the MSSW candidates.

All international internships take place in the spring semester.

Prerequisites

1. All coursework must be completed by Spring Semester excluding: SW444 for BSW students or the Capstone course, Field Education III and IV for MSSW students. The exception to this is for MSSW candidates whose regular program of study requires completion of an elective and a selective the summer following the spring block placement;
2. Commitment to attend required weekly Fall Semester Seminars in preparation for International Field Placement;
3. Letters of reference from a faculty member, a supervisor (specifically a field instructor for MSSW candidates), and a faculty liaison for MSSW students;
4. Positive survey results of instructors in the School;
5. Positive recommendation by the International Committee; and
6. Each student in an international placement is required to pay a $1500 non-refundable fee to the School at registration for the spring semester of international field.

After researching the agency in general, initial student contact is often via email with a phone follow up. Based on that communication, a student may follow up with a hard copy cover letter and resume (supplementing one that may have been sent electronically) and/or interview plans.

Students should narrow down agency options to a reasonable number. Students should not interview at a large number of agencies since this takes agency resources and can erroneously lead agencies to expect the interns’ services when the student may still be in the "shopping" phase of the search. Interviews should be reserved for serious inquiries only. Many students set up interviews or meetings over the summer prior to their spring internship while they are visiting the area.
International placements must meet the same educational standards as all field placements and are vetted by UT faculty and/or associates based on the additional following criteria:

1. **Educational soundness**
   The student is able to meet the objectives for his/her field class qualitatively and quantitatively.

2. **Benefit to the School and the Agency**
   The student’s placement provides a real benefit to the agency comparable in value to the student’s educational gain. The placement aligns with research, field and/or other scholarly endeavors already engaged in or under development by the School, and the agency’s relationship with the School and the student has the potential to be of lasting benefit to the clients and purpose of the agency. The most desired working relationships are those that can provide sustained mutual benefit and uniquely compelling learning opportunities not necessarily found in the U.S.

3. **Feasibility**
   The student will be able to communicate at a proficient level with agency staff, clients and University faculty. This requires sufficient language skills for the population and reliable internet access for the student’s long-distance learning courses. Feasibility includes responsible use of the School’s fiscal resources, i.e., placing multiple students at one site or clustering locations/travel.
   - Language requirements of the population
   - Reliable internet access
   - Fiscal responsibility/Resource allocation

4. **Safety**
   Recognizing that 100% safety is never a guarantee, the School through the International Committee and in collaboration with the University’s Study Abroad office seeks to identify risks and ameliorating factors by assessing the site(s)/city/region/country’s: security, crime, infrastructure, medical issues/resources and transportation issues.

BSW international placements require additional levels of infrastructure such as the benefit of an exchange program or matching agency with additional resources available in country.

The School offers a variable slate of international placement options built on years of international collaboration. Students seeking to propose new and/or secure established international placement options should attend a mid-fall semester meeting at least 14 months prior to their potential final field internship to learn more about those processes and to receive the Guide to International Field which is not available on the web. Post-BSW students in the 42-hour program will receive similar information early in their first summer semester.

The School values its established international relationships and the limited number of approved new placement sites requires significant diligence on the part of the proposing students. Post-BSW students in the 42-hour program are not eligible to propose new sites due to logistical time constraints.

All placement proposals and student candidate applications are decided by the International Committee the summer prior to the spring final field experience. Details of this process are provided in information sessions that begin as early as 14 months prior to the placement.
Required Assignments
For all final field students, placements will reflect the student’s chosen concentration. In the placement process the interests/needs of the student and the tasks/needs of the agency are the primary criteria for selection. Therefore, the assignments vary from agency to agency, student to student. There are course objectives that must be met for this placement, contained in Section 4: Field Objectives; Course Objectives. The assignments will be structured in such a way that the student will have the opportunity to meet all of the educational objectives.

Supervision
Every student requires a minimum of one hour of supervision per 16 hours of internship by the field instructor weekly, typically for two hours weekly. At least one of these hours should be in individual supervision. This should be supplemented by other forms of supervision, including group (with other students and/or staff) and specialized supervision by an expert in the agency, or one of its consultants (e.g. a skilled fellow staff member, administrator, psychologist, psychiatrist, lawyer, legislator, nurse, etc.) Although an onsite approved field instructor provides the preferred method of supervision, this is not always feasible. When an approved agency is unable to provide a full time qualified and approved social worker to supervise the student, the following options are available with final approval from Office of Field Education:

1. Supervision by a qualified and approved part-time social work employee.
2. Supervision by a qualified and approved supervisor from another division of the same agency, with approval of the administrators in each division.
3. Supervision by a qualified and approved supervisor hired by the agency for the specific purpose of providing student supervision. This must be supplemented by an administrative supervisor who is onsite and can oversee the day-to-day work of the student. The field instructor and administrative supervisor need to work closely together in the matter of assignments, agency policy and other matters that would impact on the student’s achievement of the course objectives. In some cases a social work supervisor who is either on the board of the agency, connected with the agency in some other way, or in practice somewhere else in the community may volunteer the time necessary for supervision. In those cases, the School will need to ascertain the level of commitment on the part of the volunteer, in order to assure the student will receive the time commitment necessary to achieve quality supervision.
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Section 3
General Field Policies

General Policies
There are several general policies that refer to all students in field. These are summarized in the following areas.

Completion of Hours and Absence from Field
1. All students are expected to complete the requisite number of hours in field. If this is not going to be accomplished within the time frame of a semester, arrangements must be made to make up the time before the start of the new semester. Students are allowed to “bank” no more than 20 hours during the winter holiday break.

In the master’s program, it must be noted that the student cannot begin the second semester of field until a grade has been earned for the previous semester. When this cannot be accomplished, the student will have to postpone field until eligible for matriculation into second semester field. For BSW and final year MSSW students, if the time cannot be made up by the end of the semester, the student may receive an “incomplete”, which will delay graduation. This can also incur additional costs since the student must be enrolled in classes in order to finish an incomplete.

2. If a student must be absent from field, s/he is responsible for communicate with the field instructor prior to the absence. The field instructor needs to inform the faculty liaison of any concerns regarding student absence.

3. If a student is absent for a significant period of time, there are four options:
   a. withdraw from field, with the consent of the faculty liaison and the Assistant Dean for Field Education;
   b. be assigned to repeat the semester either in the same agency or a different one;
   c. take an incomplete and finish the next time that field semester is offered; or
   d. earn a failing grade.

4. Holidays: Students may take all School holidays and whatever holidays are observed by the agency in coordination and communication with the agency. The goal is to protect the student’s holiday time while fulfilling agency responsibilities. If the student elects to work through a holiday, such as spring break, that will count toward the time fulfillment. The student must still, however, complete all required hours for field. Students do not accrue hours not served in field, i.e., when the University is open for a holiday but the agency is not.

Change of Placement
The following are policies regarding the change of students from an agency or organization:
1. If the student views the agency match as unworkable:
   a. The student must talk with the faculty liaison about the concerns. The faculty liaison, student and field instructor will then discuss the issues involved. If they can be resolved to everyone’s satisfaction and the student decides to remain in the agency, nothing further is done.
   b. Should the student still desire a change, the faculty liaison will discuss the situation with the Assistant Dean for Field Education in order to clarify the status of the student and agency.
   c. The student and/or Faculty Liaison may at this point elect to talk directly with the Field Instructor.
d. The next step may be a joint conference with the Assistant Dean for Field Education.

e. If the decision is made to move the student, a suitable agency must be contacted and arrangements made for the student to begin study there. Although this must be a thoughtful decision, the sooner it can be finalized, the better.

f. If it is at the very beginning of placement, within the first two weeks, and the student has been actively involved in appropriate activities, then the student may be excused from making up that time. However, if it is well into the semester, then the student may need to start over or negotiate an appropriate number of hours. This is done in order to provide the student with a placement that is long enough for completion of the required assignments and attainment of the objectives for beginning field.

g. For the first MSSW placement, the required 240 hours must be completed before starting second semester field.

2. Should an agency request the removal of a student, for whatever reason:

a. The School will remove the student within a time frame that is agreeable to the agency.

b. The faculty liaison will discuss the situation that led to the agency request with the field instructor and/or student in a manner respectful of the needs of the agency and the needs of the student’s education.

c. If the agency simply wishes to explore whether a student should be removed, the faculty liaison will immediately respond with a conference. Should further clarification be necessary, the Assistant Dean for Field Education may be involved.

d. If it is possible for the student to remain until the end of the semester, with special attention from the University, it may be better for the student. If this is not possible, replacement of the student will follow the guidelines above in 1 (e, f, and g).

3. Should the School find it necessary to move a student:

a. The request will probably originate from the faculty liaison, who will notify the Assistant Dean for Field Education.

b. This will be discussed with the student and the field instructor.

c. Once the decision has been made to move the student, placement of the student will follow the guidelines in 1 (e, f, and g).

Removal of a Student From Field

A student may be removed from field under the following circumstances:

1. Request of the student.

2. Decision of the Office of Field Education, including the recommendation of the faculty liaison and consultation with the Assistant Dean for Field Education. The following are grounds to remove the student from field:

   a. failure to maintain confidentiality about a client as mandated by agency policy and/or the NASW and Texas Codes of Ethics;

   b. failure to abide by the NASW Code of Ethics and the Texas State Board Code of Conduct;

   c. an attempt to harm oneself;

   d. an attempt to harm someone else;

   e. repeated tardiness at the agency and/or tardiness without notification;

   f. repeated absences from the agency and/or absence without notification;

   g. repeated change in scheduled field hours without prior approval; and/or

   h. inappropriate behavior in connection with the field placement.

The final decision regarding removal from field will be made by the Assistant Dean for Field Education, with documentation from the field instructor, agency, and faculty liaison. The student may appeal the decision following the guidelines in the official UT School of Social Work.
catalog. Whether the student will be allowed to return to field in the same or a different agency will depend on the seriousness of the incident and/or the ability of the student to work through the problem. The Office of Field Education will have the responsibility to work with the student around the issues and may lay down conditions for a return to field. The student standards and level review process are often invoked in removing a student from field. More information about the student standards can be found in the appendix.

**When a Student is Not Making Satisfactory Progress in Field**

1. When a student is not progressing at a satisfactory rate:
   a. The field instructor needs to notify the faculty liaison as soon as a problem is suspected.
   b. The faculty liaison will arrange a conference with the field instructor immediately.
   c. The student, field instructor and faculty liaison are involved in an analysis of the problem.
   d. The student is given formal notification that the performance is substandard.
   e. Guidelines are developed for the student to follow in bringing up the standard of his/her performance. These are given to the student in writing and may constitute a level review as determined by the faculty liaison (more information on the level review system can be found in the appendix).
   f. If the student does not meet the requirements, a failing grade is earned.

2. When it is possible that a student may meet the objectives if given extra time:
   a. The field instructor, faculty liaison, and student will discuss the student’s rate of progress. If the student can meet the field objectives given extra time and attention, then a plan can be developed. This must be a joint decision, based on the following: the student’s work to date, the agency’s willingness to commit continued resources, the field instructor’s willingness to commit extra time, and the student’s commitment to the identified plan.
   b. A specific amount of extra time, usually four to six weeks, is allotted at the end of the semester for the student to continue in field. This does not represent an absolute date for the end of field, but is a target that will be reevaluated as the end of that period is reached.
   c. If the student has not accomplished the objectives of field by the end of the extra period, then the following options exist:
      • the student may repeat the semester providing the availability of a current practice seminar; or
      • the student may earn a failing grade

3. If a student does not wish to spend the extra time necessary to successfully complete that field assignment, the options are as follows:
   a. Withdraw from field, with the consent of the faculty liaison and the Assistant Dean for Field Education;
   b. Be assigned by the Assistant Dean for Field Education to repeat the semester either in the same agency or a different one;
   c. Take an “incomplete” and finish the next time that field semester is offered;
   d. Earn a failing grade.

4. Documentation of student progress can be assessed using the following tools:
   a. direct observation of skills
   b. client records
   c. process recordings
   d. feedback from other agency staff or other professionals
   e. written work
   f. use of supervision
Student Standards for Social Work Education

Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. These standards highlight key criteria for admissions and continuance that are linked to students’ abilities to be effective social work professionals. This document formalizes the standards so that students and faculty can be clear about expectations and procedures to address concerns. The ultimate goal of the Standards is to help students have a successful experience in the School of Social Work.

All social work students will be provided with and expected to read the Student Standards, NASW Code of Ethics and the Texas State Board of Social Workers Code of Conduct. Students will then be asked to sign an acknowledgment that they have read and will abide by the documents. The acknowledgment form will be kept in the students’ files. The Student Standards for Social Work Education can be found in the appendix herein.

Mileage Reimbursement

Agencies should provide mileage reimbursement to students as they do professional staff. Please orient the students in the beginning of field to your procedures for obtaining mileage reimbursement for home visits and other required travel.

Safety and Infection Control

Safety is an area in which students are increasingly at risk. We have a growing number of placements where student interns work directly with potentially violent populations. Student interns also travel to various neighborhoods to conduct home visits as part of the learning process.

Also, there have been situations in which student interns have been exposed to infectious diseases at their placement sites. This is an issue that primarily effect interns placed with agencies serving the homeless, persons with HIV/AIDS, and other high risk groups. Students may potentially be exposed to Hepatitis, TB, HIV, and/or other infectious diseases. As partners in education, the agency, student, and the School share responsibility for making sure that the work environment is safe. In an effort to insure the physical health and safety of student interns, the following is required for agencies, students, and faculty liaisons:

Agencies
1. Inform students of potential safety risks.
2. Provide safety training. This includes training for students related to effective communication with clients and techniques for de-escalating hostility and conflict.
3. Notify the Faculty Liaison and/or Office of Field Education in the event that a student is involved in an incident of physical violence and/or aggression perpetrated by a client.
4. Take steps to improve the safety of the work environment, including providing safety guidelines for working with clients in the office and in the client’s home.
5. Inform students of potential health risks that exist in the field setting.
6. Provide training and education on universal precautions designed to reduce the risk of infection.
7. Inform the Faculty Liaison and/or the OFE immediately in the event of safety related incident including a student’s known exposure to a communicable disease such as tuberculosis or hepatitis.
8. Refer students who are suspected to have contracted a communicable disease to the Austin Health and Human Services Department-Travis County Health Department (or the health department in the city where the agency is located) for testing and treatment.
Students
1. Request training on infection control and safety if not provided by the agency.
2. Follow guidelines for safety and infection control in place at the agency.
3. Report incidents of safety and infection exposure to the agency and to the Field Office.

Faculty Liaison/Office of Field Education
1. Provide safety and infection control training at field orientation.
2. Monitor risk factors during agency liaison visits, agency workshops, in seminars, and logs.
3. Communicate safety related incidents to the Assistant Dean for Field Education.
4. Discuss issues related to health and safety with field instructors and students as they arise.

Supervision of Student Activities
Students should not be left alone in the agency without professional staff. Leaving students alone on the premises or otherwise in charge during staff retreats, conferences, etc. is not an appropriate use of students. Students, no matter how competent or skilled, are not prepared to take on those types of staff responsibilities.

Malpractice Liability Insurance
Both the University and field agencies require that all social work students in field placement be covered by a professional malpractice liability insurance policy to protect both the agency and the individual against malpractice liability claims. All undergraduate and graduate social work students in field courses must obtain this coverage prior to entering field placement and must be covered for the duration of their field placement.

Students are able to meet this professional malpractice liability insurance requirement by participating in the School’s blanket liability program underwritten by the Chicago Insurance Company through Bill Beatty Insurance Agency, Inc., of Dallas. The limits of liability under this policy are $1,000,000 each claim/$3,000,000 aggregate, and the policy period is from September 1st to August 31st. Specific information as to how students obtain this mandatory coverage is made available to students in the field placement process.

Under this insurance policy students are not covered for any claims relating to the operation of motor vehicles, whether personal or agency vehicle. Since the University has ruled that students cannot provide services for which they are at risk without liability coverage, students may not transport clients within field as part of their internship program. Agencies should not ask or allow students to transport clients while in field placement.

Criminal Background Checks
Many agencies require criminal background checks of potential interns. The OFE asks that students share concerns they might have about their criminal background on forms soliciting such information and/or with their assigned clinical faculty liaison. With this knowledge, the clinical faculty liaison can help students address CBC concerns both in identifying potential host agencies with amenable policies for placement, and preparing for professional disclosure in the interview process. Additionally, students with criminal histories are encouraged to visit http://info.sos.state.tx.us/pls/pub/readtacSext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=22&pt=34&ch=781&rl=317 to learn more about applying for licensure.
Many agencies require criminal background checks as facilitated by the staff at the agencies. A number of agencies – especially medical institutions - require The University of Texas at Austin School of Social Work to facilitate third party vendor criminal background checks. Students will be notified via email by the OFE if theirs is an agency that requires this third party vendor CBC. This CBC can cost up to $60 and contractually this requirement cannot be met any other way. Students are expected to work closely with the OFE in the case of an unacceptable CBC, and the OFE will work diligently to find an appropriate internship in a timely manner for a student denied placement due to a CBC.

**Teaching Methods for All Levels of Field Instruction**
Each field instructor is unique in his/her approach to field education. However, the following methods have proven useful over a variety of settings and field instructor teaching styles. Some are required by the School. Others are simply suggestions. However, it is expected that an appropriate mix of suggested methods will be utilized, depending on availability in the agency setting and the educational needs of the students.
Teaching Methods:
1. Process recordings (required)
2. Review and discussion of case documentation (required)
3. Direct observation of student’s work
4. Student observation of Field Instructor at work
5. Audio recordings
6. Video recordings
7. Role play
8. Discussion of events and experiences (required)
9. Field trips
10. Visits to other service providers for comparison/contrast
11. Group discussion with other students/staff
12. Pertinent videos
13. Additional readings in specific areas

Cultural Competence and Field Instruction
The School of Social Work actively supports the need for students to increase their cultural competence during the time of their professional education. Most students will take a semester-long course entitled Foundations of Social Justice in which they will learn more about themselves, about other groups, and about the process of becoming a culturally competent social work practitioner.

At its most basic level, cultural competence consists of knowledge, skills, and attitudes. Knowledge includes an understanding of oneself, information about cultural customs and practices of various groups, and an awareness of the dynamics of oppression. Skills include many various elements, such as bilingualism, interpersonal skills, behavior consistent with cultural norms, social advocacy skills, etc. Attitudes include such components as genuine openness/curiosity, a willingness to risk, generosity, and forgiveness. In field education, there exists a combination of at least three unique ingredients: the student, the field instructor, and the agency. This combination presents a rich opportunity and springboard for discussions about cultural differences, assumptions, and misinformation. Field Instructors are encouraged to use the supervisory relationship to both challenge and support the knowledge, skills, and attitudes demonstrated by students.

In the same way that social workers are continually in the process of growing both professionally and personally, students and Field Instructors are continually in the process of becoming culturally competent. Growth in this area, as in most others, is progressive and on-going. Some of the resources that are available to aid this growth include the student’s syllabus from the Social Justice course, professional journals, University Faculty Liaisons, the Diversity Institute at the School of Social Work, and community organizations such as the National Coalition Building Institute.

Another resource for increasing cultural competence is the following *NASW Standards for Cultural Competence in Social Work Practice* adopted by NASW in June, 2001. This can be found in this Field Instructor Guide in the appendix.
Section 4
Field Objectives

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### Section 4

**Field Objectives**

The purpose of the behavioral field objectives is twofold. The first is to serve as a guide to learning and teaching throughout the semester for which they are applicable. In this role they serve as focal points for educational supervision. The second purpose is to provide the guidelines for the evaluation of the student’s performance. The mid-semester and final evaluations are particularly focused on the course objectives. Keep in mind that these are final objectives; a student is expected to have attained them by the end of the semester. The individual field instructor is responsible for providing opportunities for those practice experiences or assignments that will enable the student to demonstrate attainment of the objectives. The student is responsible for demonstrating through written work, client interaction, supervisory discussions and other means his/her attainment of the objectives.

#### Overview of Field Requirements by Educational Level

<table>
<thead>
<tr>
<th>Profiles of Assignments</th>
<th>Field Instructor Qualifications</th>
<th>Time Frame</th>
<th>Hours Required</th>
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<tbody>
<tr>
<td><strong>BSW</strong></td>
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<tr>
<td>1. Ongoing individual cases</td>
<td>BSW or MSSW Two years of post graduate experience for those with a Bachelor’s degree and preferred for those with a Master’s degree</td>
<td>Sept-Dec Or Jan-May</td>
<td>480 hours total 32-35 hours/week</td>
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<tr>
<td>2. Co-planning and co-facilitating a group</td>
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<td>3. Involvement in an administrative/planning project requiring data collection, analysis and reporting</td>
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<td>4. Attendance at board and/or staff meetings</td>
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<tr>
<th><strong>MSSW First Placement</strong></th>
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<tbody>
<tr>
<td>1. Ongoing individual cases</td>
<td>MSSW and 2 years post-graduate experience</td>
<td>Sept-May</td>
<td>480 hours total 16-20 hours/week</td>
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<tr>
<td>2. Planning and facilitating a group</td>
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<tr>
<td>3. Involvement in an administrative/planning project requiring data collection, analysis and reporting</td>
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<th><strong>MSSW Final Placement</strong></th>
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<tbody>
<tr>
<td>1. In depth work with specialized populations including ongoing individual cases</td>
<td>MSSW and 2 years post-graduate experience</td>
<td>Begins in January</td>
<td>Block-540 hours 36 hours/week/sem or 18 hours/week for 2 semesters</td>
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<tr>
<td>2. Attendance at staff meetings</td>
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<th><strong>CLINICAL (CL)</strong></th>
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<tbody>
<tr>
<td>1. Involvement in project(s) requiring data collection analysis and reporting</td>
<td>MSSW and 2 years post-graduate experience</td>
<td>Begins in January</td>
<td>Block-540 hours 36 hours/week/sem or 18 hours/week for 2 semesters</td>
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<tr>
<td>2. Attendance at board and/or staff meetings</td>
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<tr>
<th><strong>COMMUNITY AND ADMINISTRATIVE LEADERSHIP (CAL)</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Involvement in project(s) requiring data collection analysis and reporting</td>
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(See other sections in this manual for further elaboration)
Course Objectives

SW 444-Undergraduate Integrative Seminar/SW 640/641-Undergraduate Field Practicum

Standardized Course Description
SW 640/641, Social Work Practicum, is a twelve credit hour course, which provides students with experience in applying knowledge and theory from the professional foundation and developing practice skills. The practicum assists in producing a professionally reflective, self-evaluating beginning level practitioner. This is accomplished through a 480-hour practicum in a human service agency under the supervision of an agency-based field instructor and faculty from the School of Social Work.

Standardized Course Objectives
The educational objectives for field represent the minimum expectations for the semester. The purpose of these objectives is twofold. The first is to serve as a guide to learning and field instruction throughout the semester. These objectives also provide a guide to the evaluation of the student’s performance.

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All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

1. Student examines practice dilemmas from the perspective of personal values, client system values, agency and societal values and professional values. (PB 7, 8, 9, 10, 14, 15, 16)
2. Student carries out professional social work role(s) within the agency setting and community. (PB 3, 26)
3. Student utilizes the principles of professional relationships, effective communication, and accountability in his/her interactions with client systems, the agency, other organizations, and communities. (PB 4, 5, 13, 17, 27, 28, 30, 36, 41)
4. Student demonstrates skill in use of supervision and consultation for professional development and practice evaluation. (PB 2, 5, 6, 17)
5. Student utilizes the principles of a systematic approach to problem solving and client involvement in study, assessment, goal formulation, implementation, and evaluation in intervention at the individual, family, group, organization, and community levels. (PB 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41)
6. Student utilizes community resources relevant to client systems. (PB 1, 29)
7. Student demonstrates knowledge of behavioral and practice theories in understanding human behavior, interactions between the individual and the environment, and adaptation of approaches with respect to diverse populations at the individual, family group, organizational, and community levels. (PB 11, 16, 18, 21, 22, 23, 24, 38)
8. Student examines organizational performance in relation to stated mandate, demonstrates understanding of the agency as part of a system and as a system itself and identifies ways in which agencies can be responsive to their constituencies. (PB 12, 27, 28, 29, 36)

9. Student demonstrates understanding of basic concepts of research as it relates to evaluating own practice and assignments within the agency. (PB 22)

10. Student utilizes knowledge of the scope of social welfare policies and services at the local, state, and national levels in work with clients and, with assistance, plans interventions that can be used to improve policies and services to the agency's constituency. (PB 18, 19, 20, 25, 28, 36)

SW 384R - Graduate Field Instruction I / SW 384S - Graduate Field Instruction II

SW 384R: Field Instruction I

**Standardized Course Description**

The generalist field experience provides supervised practice assignments designed to develop a social work perspective and skills in working with client systems - i.e., individuals, families, groups, organizations, and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. This course includes an educationally supervised practicum in a human services organization serving a variety of client populations and a weekly seminar. A total of 240 clock hours (16 to 20 hours a week) in the agency/organization is required. The one-hour weekly seminar focuses on integration of theory related to human behavior, organizational and community dynamics and policy in the context of field experiences. Practice I 383R is a co-requisite for this course.

**Standardized Course Objectives**

The purpose of the following course objectives is twofold. The first is to serve as a guide to learning and field instruction throughout the semester. The second is to provide a guide to the evaluation of the students' performance in field.

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All identified Practice Behaviors will be assessed in the comprehensive field evaluation.
**SW 384S: Field Instruction II**

**Standardized Course Description**
Field Instruction II is a three credit course including supervised practice experience in a human service organization serving a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families group, organizations and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. Requirements include 240 hours at the agency/organization (e.g., 16-20 hours/week) and attendance and participation in field seminars that are designed to integrate practice and theories related to human behavior, organizational and community dynamics and policy in the context of service planning and service delivery.

**Prerequisites**
Prerequisites include the successful completion of Practice I, Graduate Field Instruction I, Development Across the Life Span: Individuals and Families, Foundations of Social Justice: Values, Diversity, Power, and Oppression, and Dynamics of Organizations and Communities. Practice II is a co-requisite for this course.

**Standardized Course Objectives:**
Within the Student Guide to Graduate Field, each major objective is broken down into more specific behavioral components to assist the student and field instructor in understanding the intent of the objective. These provide a guide for the evaluation of the student's performance and represent expectations to be achieved by the end of the semester. At mid-term, area(s) in which the student is not expected to perform and the reasons(s) why must be identified in writing.

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All identified Practice Behaviors will be assessed in the comprehensive field evaluation.
SW 384R - Graduate Field Instruction I / SW 384S - Graduate Field Instruction II

**SW 384R - Course Objectives**

Field I

By the end of the course, the student will demonstrate the ability to:

1. Understand professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. (PB 14, 18, 28, 37)

2. Examine personal values and attitudes (including biases and stereotypes) in relation to professional self-awareness. (PB 2, 7, 15)

3. Identify value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. (PB 8, 9, 10)

4. Identify and understand appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (PB 3)

5. Understand and adhere to agency protocol. (PB 4, 36)

6. Use communication skills including but not limited to empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (PB 4, 13, 30, 40)

7. Apply knowledge of human behavior and development to client situations. (PB 12, 16, 24, 40)

8. Understand the expectations of educational supervision and fully participate in the process. (PB 5, 6)

9. Begin to identify and assess the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (PB 1, 9, 10, 14, 19, 29, 32, 38)

**SW 384S – Course Objectives**

Field II

By the end of the course, the student will demonstrate the ability to:

1. Utilize professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. (PB 14, 18, 28, 37)

2. Examine personal values and attitudes (including biases and stereotypes) to enhance professional self-awareness. (PB 2, 7, 15)

3. Manage value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. (PB 8, 9, 10)

4. Establish and maintain appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with client systems, colleagues, staff and/or representatives of other organizations or communities. (PB 3)

5. Be professionally accountable by adhering to agency protocol. (PB 4, 36)

6. Use supervision to examine risk-taking and the evaluation of own work, while maintaining an openness to constructive feedback. (PB 6)

7. Effectively use and evaluate communication skills including but not limited to empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (PB 4, 13, 30, 40, 41)

8. Identify and assess the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social
10. Use the ecological model, the problem solving framework, the strengths perspective and empirically based knowledge. (PB 11, 20)

11. Apply beginning assessment skills with client systems and situations, including motivation, capacity, and opportunity, and begin the formulation of goals. (PB 16, 23, 34)

12. Construct intervention plans that recognize the importance of using methods and strategies based on client needs and the strengths perspective. (PB 13, 17, 20, 33, 37, 38, 41)

13. Identify community resources related to client needs and understand the process for effective referral. (PB 1, 7, 39)

14. Effectively identify, reflect on, and evaluate various social work roles within the context of the agency and community. (PB 11, 27)

15. Examine agency’s function, service delivery, policies, and formal/informal decision-making. (PB 21, 25)

16. Examine the relationship between individual client situations and macro issues in the context of the community. (PB 14, 18, 27)

9. Build upon the ecological model, the problem solving framework, the strengths perspective and developmental theory by demonstrating knowledge of empirically based theories and group practice. (PB 11, 12, 20, 22, 23)

10. Utilize assessment skills and formulate goals with the client systems. (PB 34)

11. Construct, implement and evaluate intervention plans. (PB 22, 35, 41)

12. Identify, utilize and evaluate community resources. (PB 1)

13. Effectively utilize and evaluate various social work roles within the context of the agency and community. (PB 11, 26, 27)

14. Critically assess the agency’s function, service delivery, policies, and formal/informal decision-making. (PB 11, 26, 27, 36)

15. Critically examine the relationship between individual client situations and macro issues in the context of community and social policy. (PB 14, 18, 23, 24, 27)

16. Gain administrative skills and knowledge related to an identified agency need.

17. Gain group planning, facilitation and process skills. (PB 13, 41)
Clinical Social Work Concentration

Course Description
Building on Field Instruction II, this nine credit hour course is a 540 hour supervised practicum within an organization that provides clinical social work services. The internship addresses the continued application of behavioral and practice theory to practice at an advanced level as related clinical practice in human service provision. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency.

Prerequisites: Students must have completed all core course work except the Capstone course which is taken concurrently.

Advanced Concentration Final Field Objectives

Students of both concentrations will be expected to satisfy the following overarching field objectives:
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All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

Social Justice: Students will evaluate, differentiate, and apply professional roles, functions, and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. (CL/APB 5)

Ethics and Values: Students will critically examine personal values, attitudes, and expectations to enhance professional self-awareness and will demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. (CL/APB 2)

Professional Use of Self: Students will integrate and apply the differential use of self in professional relationships to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (CL/APB 1)

Accountability and Commitment to Professional Development: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional competence through skill building, accountability, and professional development. (CL/APB 2, 10d)

Cultural Competence: Students will analyze the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (CL/APB 2, 4)

Clinical Concentration Field Objectives
Students graduating from the Clinical Social Work Concentration will be able to:

1. Theory and Practice Frameworks: Student demonstrates the ability to utilize empirically based theories, knowledge, and best/promising practices. (CL/APB 3, 6, 7)

2. Assessment: Student demonstrates the ability to select from multiple perspectives in order to effectively examine client strengths and issues. (CL/APB 3, 10b)
3. **Intervention Planning**: Student demonstrates the ability to construct intervention plans that specify measurable outcomes and delineate measurable treatment objectives. (CL/APB 4, 10c)

4. **Critical Thinking**: Student demonstrates the ability to use critical thinking skills in selecting, prioritizing, implementing, and evaluating interventions, and other aspects of social work practice. (CL/APB 6, 8, 10d)

5. **Practice Evaluation**: Student demonstrates the ability to initiate evaluation of his/her practice effectiveness. (CL/APB 6, 10c)

6. **Termination**: Student demonstrates the ability to engage client systems in the process of termination, including methods of maintaining gains and access to needed resources. (CL/APB10d)

7. **Relational Skills**: Student demonstrates the ability to use the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (CL/APB 10a)

8. **Self-Disclosure**: Student demonstrates self-awareness and the ability to appropriately utilize professional self-disclosure, to enhance the client/worker relationship. (CL/APB 1)

9. **Monitor Triggers**: Student will demonstrate the ability to recognize and monitor his/her own emotional reactions (i.e., transference/countertransference, avoidance, over-identification, personalization, etc.) to clients and their situations. (CL/APB 1)

10. **Program Evaluation**: Student demonstrates the ability to identify and evaluate agency programs in relation to client needs. (CL/APB 8, 9)

11. **Leadership Skills**: Student demonstrates the ability to utilize leadership skills. (CL/APB 9)

**SW 694R/394S - Graduate Field Instruction III & IV**

**Community and Administrative Leadership Social Work Concentration**

**Course Description**
Building on Field Instruction I and II, this combined nine credit-hour course provides a 540-hour supervised practicum within an organization that provides social work services. The internship addresses the continued application of behavioral and practice theory to practice at an advanced level as related Community and Administrative Leadership in human service provision. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency.

Prerequisites: Students must have completed all core course work except the Capstone course which is taken concurrently.

**Advanced Concentration Final Field Objectives**

**Students of both concentrations will be expected to satisfy the following overarching field objectives:**
The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the School engages in ongoing curriculum assessment to demonstrate compliance with CSWE’s Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your online MSSW Student Guide.

All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

**Social Justice**: Students will evaluate, differentiate, and apply professional roles, functions, and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. (CL/APB 5)
Ethics and Values: Students will critically examine personal values, attitudes, and expectations to enhance professional self-awareness and will demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. (CL/APB 2)

Professional Use of Self: Students will integrate and apply the differential use of self in professional relationships to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (CL/APB 1)

Accountability and Commitment to Professional Development: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional competence through skill building, accountability, and professional development. (CL/APB 2, 10d)

Cultural Competence: Students will analyze the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (CL/APB 2, 4)

**CAL Concentration Field Objectives**

Students graduating from the CAL Concentration will be able to:

1. **Leadership**: Student demonstrates the ability to critique and apply leadership styles and management processes from an eco-systems perspective, taking into account social work values and ethics. (CAL/APB 2, 7)

2. **Management/Program Evaluation or Policy/Operations Analysis**: Student demonstrates knowledge and understanding of the process for conducting management audits, program evaluations or policy/operations analyses of human service agencies and programs with an emphasis on strengths, assets, and empowerment. (CAL/APB 7, 8, 10c)

3. **Organizational Structure for Resource Utilization**: Student demonstrates the ability to understand and utilize organizational structures in a way that supports mobilizing people and resources to address staff, agency and community needs. (CAL/APB 3)

4. **Budgeting and Funding Resources**: Student demonstrates the ability to understand and utilize budgeting and funding resources to achieve service effectiveness. (CAL/APB 10c)

5. **Advanced Technology**: Student demonstrates the ability to use advanced technology in bringing about service improvements and planned change in organizations and/or communities. (CAL/APB 9, 10b)

6. **Strategic Planning Process**: Student demonstrates the knowledge and understanding of the strategic planning process to ensure system integrity with internal and external environments. (CAL/APB 9)

7. **Advocacy**: Student demonstrates knowledge and understanding of advocacy for the resolution of human service issues and to advocate for policies that promote individual and collective well-being. (CAL/APB 3)

8. **Change Processes**: Student demonstrates the ability to use evidence-based practice approaches to assess opportunities for change in single organizations or multi-organizational service delivery systems. (CAL/APB 5, 6, 10b)

9. **Impact Analysis**: Student demonstrates the ability to analyze the impact of policies, funding, norms, and power on human service systems, communities, practitioners, and consumers. (CAL/APB 5, 10d)

10. **Policy Analysis**: Student demonstrates the ability to analyze and seek solutions for intended and unintended consequences of domestic and foreign policies by governments on human service organizations, programs, and populations-at-risk in the state, nation, and other countries. (CAL/APB 8, 10d)
11. **Human Resources**: Student demonstrates the ability to identify barriers to employment and job satisfaction due to discrimination. (CAL/APB 10a)
Section 5
Methods of Evaluation

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Section 5
Methods of Evaluation

The student, the School of Social Work, and the agency interact within a systems context, giving and receiving feedback in the ongoing educational process. Recognizing the interdependence of these elements, The School conducts ongoing evaluation on a multitude of levels, with all participants in the Field Program responsible for feedback and maintenance.

Evaluation by Students

The Educational Contract
Within these systems, students have various resources available for the development of their field experience. In most cases the field instructor is both the administrative and the educational supervisor, although portions of the administrative component may be delegated to other agency personnel with whom the student addresses the various field assignments. Another key resource is the student’s faculty liaison who is not only available during site visits but can provide consultation or direct intervention as requested by the student and/or the field instructor. The student must design an educational contract by which his/her professional goals, the field objectives, and opportunities and resources provided by the agency and school can best be utilized. All parties included in this contract should have the opportunity to examine the document and agree to their respective roles. A suggested outline for the educational contract is included in the appendix.

Such a process implies that a student must be an active participant in the development of his/her own field program. It is s/he who can reflect on past experiences, the current demands of the semester objectives, and the nature of the field agency to determine where to focus learning. The field instructor and faculty liaison can reinforce the learning environment and help to sequence learning so as to make it manageable and appropriate to the contexts of the agency and classroom instruction. Modifications to the educational contract must be agreed to by the student, field instructor, and faculty liaison.

In general, educational contracts include several types of goals:

1. One type includes those related to semester objectives in which the student predicts learning opportunities provided by the field setting. For example, the agency may not require the development of case assessments. Yet, there is an educational objective which calls for skill in this area of professional activity.

2. The second type of educational goal is related to the knowledge and skills required for service delivery in a particular agency. For example, although first semester graduate field objectives do not call for skill in the use of the DSM-IV, students placed in mental health agencies which routinely use the DSM-IV should promptly find out what it is and how to use it.

3. The third type of educational goal is related to the student’s own career and/or personal goals. For example, students who want to supplement their practice experience with a special population group may develop relevant educational goals/objectives to broaden their field experience in relation to that clientele. Another example is one in which a student incorporates a personal goal to become more assertive in his/her interaction with others.
The educational objectives delineated by the School are really statements of minimal expectations for all students. Students can further individualize their field experience by developing relevant and feasible contracts that meet their unique needs.

**Student Self-Evaluation**
Students are expected to take an active, participatory role in completing their evaluation forms with their field instructors. Additionally, students are required to submit narrative self evaluations each semester under the direction of their faculty liaison. The end of the semester self-evaluation should be in narrative form, using the major points in the field objectives, as well as the objectives from the educational contract.

**Responsibility to Evaluate the Field Program**
Finally, all students are asked for feedback related to the field program and their placements in the “BSW/MSSW Program Exit Surveys.” Additionally, students are expected to and routinely use their regular communication with their faculty liaisons to evaluate their field experiences.

**Evaluation by Field Instructors**

**Ongoing Evaluation of Student Performance**
Evaluation of student performance in field is an ongoing process throughout the placement. The preceding discussion highlights the fact that the student plays an integral part of this process. The purpose of the evaluation process is to help the student examine educational progress in meeting the objectives for each semester. As previously emphasized, these objectives represent the minimum expectations of performance at the completion of each course. It is the ongoing responsibility of the field instructor to work with the student in addressing these goals and the final responsibility to evaluate how well the student has mastered the necessary material within a given agency setting.

Opportunity must be provided for each student to meet each objective. The objectives serve as the ultimate basis for course planning and evaluation of student performance. The progress made by each student is assessed in the following ways throughout the semester:

1. verbal presentation of material;
2. discussion of assignments with the field instructor;
3. agency documentation;
4. interaction with the student’s peer group;
5. interaction with other personnel in the setting;
6. direct observation of the student at work on a particular task or working with clients;
7. process recordings; and
8. discussion during faculty liaison visits.

**Written Evaluation of Student Performance**
The field instructor prepares a written evaluation of each student at specific points in the course of the placement. Guidelines and procedures for evaluation of student performance are standardized throughout the field sequence. The evaluation instruments are designed to measure the performance of each student as assessed against course objectives and the goals of the Educational Contract. All forms are found in Section 7: Selected Forms.
The student is expected not only to participate in the process, but to have an opportunity to read the written evaluation prior to the visit. However, in the final analysis, the evaluation is the field instructor’s assessment of student performance. Neither the student nor the faculty liaison can change the contents; however, the faculty liaison has the responsibility to assign the final grade. Should the student take exception to the evaluation, s/he has the opportunity to write an addendum that will be attached to the document. The faculty liaison also has the option of appending material. The field instructor, student and faculty liaison sign the evaluation. Copies of all components of the final evaluation will be furnished to the school, the agency and the student. The original will be kept in the student’s field file. Students will also submit their self evaluation and/or other material with the final evaluation for inclusion in their permanent record.

**Evaluation of the Field Program**
Field instructors are asked to evaluate the Field Program twice annually at the Field Instructor workshop and through their regular communication with their faculty liaisons. Additionally, Field Instructors are asked to engage in a productive working relationship with the field program and to provide timely, transparent, consistent and professional feedback regarding concerns affecting their students, field instruction, agency and/or clients.

**Evaluation by the Field Program**

**Evaluation of Student Performance**
The faculty liaison has the final responsibility to assign the grade for the student’s performance. For the first field experience, this will be a letter grade. For the undergraduate and final graduate placements, field is on a pass/fail basis. The grade is determined by visits to the field site, consultation with the field instructor (and other agency personnel who were involved in educational or administrative supervision), consultation with the student, and observation of the student work through such methods as reading the log, process recordings, listening to audio tapes of student interviews (when available), watching video tapes (when available), evaluating other material written by the student, and student participation in the field seminar. If the faculty liaison believes that a student is in trouble academically, the student should be notified by mid-semester or as soon as the problem becomes apparent. All evaluative material is shared with the student.

**Evaluation of the Field Instructor & Agency by Faculty Liaison**
The faculty liaison has the responsibility for ongoing evaluation of the agency and field instructor with whom he/she is working in a given semester. If problems arise, the liaison may be the first to spot them and is expected to address the issues directly with the field instructor. If this does not successfully resolve the situation, the faculty liaison will need to involve the Assistant Dean for Field Education. Should the situation become untenable either for the student or the School, the student will have to be removed. See Section 3: General Field Policies; General Policies, on the Removal of a Student from Field. If concerns remain unaddressed over the two or more placement cycles, the field program may elect not to place students in a setting until such time as changes are able to be made.

The School is committed to providing timely, transparent, consistent and professional feedback regarding significant concerns related to internships so that the agency-based field instructors and field program representatives can sustain ongoing and mutually beneficial working relationships.
Field Office Evaluation of the Field Instructor & Agency
The Assistant Dean for Field Education regularly monitors the quality of the field sites by utilizing interaction with the agency/field instructors, agency self-reporting, written and verbal reports from the faculty liaisons, the student evaluations, participation in workshops and workshop questionnaires.
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The Degree Programs

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Section 6
The Degree Programs

Bachelor in Social Work Program

Requirements for Admission to the Undergraduate Social Work Program
The School of Social Work at The University of Texas at Austin maintains two classifications of undergraduate majors: pre-social work majors and social work majors. Pre-social work majors are usually freshmen and sophomores. After completing specified pre-requisites, students may make application to the professional social work curriculum sequence as a social work major. Those students admitted into the sequence as majors complete a minimum of three semesters of social work course work and any other BSW degree requirements not yet completed. Majors will receive a Bachelor of Social Work (BSW) degree upon completing all degree requirements. All pre-social work and social work majors are considered social work students and are under the auspices of the School of Social Work.

The professional practice of social work requires persons who are above average in academic ability and performance, sufficiently emotionally mature to assume a helping role with persons under stress, and committed to the ethical standards and performance demands of social work practice. Students are required to use the advising services in the School of Social Work early in their college careers in anticipation of meeting requirements for admission to the social work major. Any student interested in obtaining a social work degree must discuss his/her intentions with a social work advisor before applying for admission/transfer to the program as a social work pre-major.

Admission to the School of Social Work as a Pre-Social Work Major
Any student newly admitted to the University may enter the School of Social Work as a pre-social work major. A student who is enrolled in another college or school of the University may transfer to the School of Social Work as a pre-social work major in accordance with the University’s rules on transfer from one division to another. These rules require a student who has completed more than forty-five semester hours of coursework to have a University grade point average of at least 2.00 in order to transfer.

Admission to the School of Social Work as a Social Work Major
The School of Social Work limits admission as a social work major in the BSW degree program to the number of students to whom a professional education of high quality can be provided. Because of enrollment restrictions dictated by the availability of faculty members and facilities in the School of Social Work, some applicants may be denied admission even though they meet these minimum requirements. The School of Social Work considers students for admission to the BSW Program during the spring and fall semesters. Students may obtain an application for admission to the BSW Program as a social work major from the Student Support Services Office in the Social Work Building. Applications must be submitted to the School of Social Work BSW Program by the posted deadlines for the particular semester for the student to be considered for admission for the following semester. The application allows the student to outline his or her background and motivation to enter the social work profession, as well as any special experiences that enhance his or her application. No student may begin the professional curriculum (the
required upper division social work courses) unless he or she: (1) has been admitted to the University as described in General Information and (2) has been admitted to the major in social work by the Assistant Dean for the Bachelor’s Program, following recommendation by the BSW Committee of the School of Social Work.

Specific Requirements for Admission to the Social Work Major

1. The applicant should have completed at least 45 semester hours of course work, and must have completed at least 30 hours of the following courses or their equivalents: English 306 and English 316K; proficiency at the second semester level of foreign or sign language; Sociology 302; Psychology 301; an introductory economics course; Government 310L and 312L; six semester hours in American history; a course in human biology or its equivalent; Math 302, 303D, 316, or other approved math course; six hours of science or math; three hours of Area D humanities course work; and three hours of Area D course work with a substantial emphasis in cultural diversity;

2. The applicant must have completed the following social work major courses with grades of C or better in each course and a grade point average of 2.5 in all major courses: SW 310, SW 312, SW 313 and SW 318;

3. Application for admission must be made on forms available from the Office of Academic Affairs in the School of Social Work;

4. The applicant must have completed PSY 304, Child Psychology, or the equivalent with a grade of C or better;

5. The following must be submitted to the Assistant Dean for the Bachelor’s Program by the application deadline:
   a. the completed application for admission to the professional curriculum
   b. the completed personal statement
   c. at least two completed recommendation forms
   d. documentation showing successful completion of at least 45 hours of supervised volunteer experience involving direct contact with clients in a human services organization
   e. official transcripts from all colleges attended (if not already transferred to UT)
   f. score reports for any credit earned by examination (if not already transferred to UT);

6. The applicant may be asked to appear for a personal interview;

7. The applicant is considered on the basis of academic performance and the student’s commitment to and suitability for generalist social work practice. Emotional and professional readiness for the profession of social work is also considered. The guidelines found in Student Standards for Social Work Education are used when assessing emotional and professional readiness (see Section 2.2.2 in the Appendix).

8. An admitted student who is unable to attend in the semester for which s/he is admitted must reapply for admission in order to enroll at a later time. A student who has been admitted to and enrolls in the professional curriculum, withdraws, and then wishes to return must apply for readmission on the basis of the curriculum in effect at the time of the return. A student who has been out of the University must also submit an application for readmission to the University.

Applicants are notified of the decision regarding admission to the social work major by the school’s Assistant Dean for the Bachelor’s Program in time for the advising cycle for the next long semester. Following admission to the social work major, the student’s coursework is reviewed periodically by the Assistant Dean for the Bachelor’s Program. Students must maintain a minimum overall GPA of 2.0 and a social work GPA of 2.5, with a grade of at least C earned in all major courses. Should the student encounter difficulty in meeting the professional and/or academic requirements, the School’s review process will bring the difficulty to the student’s attention and assist the student in making appropriate resolution. The student may make use of counseling and advising services at any time.
**Requirements for Admission to the Field Sequence**
In order to be admitted to the field sequence, students must meet the following requirements: (1) a minimum University overall GPA of 2.0; (2) completion of all Area requirements and all other coursework needed to graduate with a BSW degree except the field practicum; and (3) both a grade point average of at least 2.5 for the following group of courses and a grade of at least C in each course in the group: Social Work 310, 312, 313, 318, 323K, 325, 327, 332, 333 and 334.

**Appeal Procedures**
If a social work major is dismissed from the University or the BSW Program for scholastic or other reasons, he/she has the right to appeal the decision.

**Undergraduate Course Descriptions**

**SW 310. Introduction to Social Work and Social Welfare.** Introduction to the profession of social work and social work roles in the social welfare system, with emphasis on social problems, society’s historical response, and contemporary proposed solutions. Includes 40 hours of volunteer experience.

**SW 312. Generalist Social Work Practice: Knowledge, Values, and Skills.** Introduction to generalist social work practice, with emphasis on the knowledge, values, and skills used in the profession. Includes 40 hours of volunteer experience working directly with individuals in some capacity and is primarily skills-based.

**SW 313. Social Work Research Methods.** Introduction to the logic, design, and use of research, with emphasis on research designs appropriate to social work.

**SW 318. Social Work Statistics.** Introduction to statistics commonly used in social work research, including the critical analysis of the findings and inferential processes of existing research studies.

**SW 323K. Social Welfare Programs, Policies, and Issues.** Study of structure and function of service delivery systems, policy analysis, and effects and influences of policy on practice and planning decisions. Prerequisite: Gov 310L, Gov 312L, economics, and admission to the major in social work.

**SW 325. Foundations of Social Justice.** History and demographics of culturally diverse groups in the US, including family and community diversity. Emphasis on principles of knowledge acquisition about cultural diversity and ethnic-sensitive social work practice. Prerequisite: Admission to the major in social work.

**SW 327. Human Behavior and the Social Environment.** Survey of selected theories of human behavior, including a systems/ecological perspective, ego psychology, and social learning theory, with emphasis on the life cycle from adolescence through adulthood. Prerequisite: Admission to the major in social work. Offered in the fall and spring semesters.

**SW 332. Social Work Practice with Individuals and Families.** Theory and knowledge of effecting change in individuals and families, with an emphasis on skills and analyses of processes and interactions.
SW 333. Social Work Practice with Groups. Theory and knowledge of group dynamics and the development of effective group work skills, with an emphasis on analyses of processes and interactions.

SW 334. Social Work Practice in Organizations and Communities. Theory and knowledge of effecting change in organizations and communities, with an emphasis on skills and analyses of processes and interactions.

SW 640/641. Social Work Practicum. Offered on the pass/fail basis only. Field practicum providing supervised experience in which students apply knowledge and develop skills of social work practice. Educational supervision by faculty and by social workers in community agencies. Prerequisites: All required liberal arts and social work courses, overall GPA of 2.0, social work GPA of 2.5.

SW 444. Advanced Field Seminar. Integration of theory and practice on the basis of field practicum experiences. Prerequisite: Concurrent enrollment in SW 640/641.

SW 311. Current Issues. May be repeated for credit when the topics vary. Tutorial or seminar course designed to enable each student to undertake intensive study of selected aspects of social welfare practice. Most topics are offered only in the spring semester. Some examples are:

- Topic 1. Criminal justice
- Topic 2. Children from at-risk environment
- Topic 3. Contemporary issues in adoption and foster care

SW 360K. Current Issues. May be repeated for credit when the topics vary. Tutorial or seminar course designed to enable each student to undertake intensive study of selected aspects of social welfare practice. Prerequisite: Upper division standing. Most topics are offered only in the spring semester. Some examples are:

- Topic 1. Criminal justice
- Topic 2. Child abuse and neglect
- Topic 3. Dynamics of chemical dependency
- Topic 4. Treatment of chemical dependency
- Topic 5. Social work and the law
- Topic 6. African American families
- Topic 7. Gerontology
- Topic 8. Play Therapy
- Topic 9. Post Traumatic Stress Disorder
- Topic 10. School-based Social Services
- Topic 11. Women and Addiction
- Topic 12. Death and Grief Issues
- Topic 13. Mexican American Family Systems
- Topic 14. Social Work in a Medical Setting
# BSW SAMPLE DEGREE PLAN¹:

## Freshman year:
**Fall - 15 hours**
- RHE 306: Rhetoric and Composition
- SW 310: Introduction to Social Work
- PSY 301: Introduction to Psychology
- BIO 301: Human Biology, Ecology
- Elective

**Spring - 15 hours**
- Mathematics
- SOC 302: Introduction to Sociology
- HIS 315K: US History I
- Humanities-related course
- GOV 310L: American Government

## Sophomore year:
**Fall – 14 hours**
- E 316k: Masterworks of Literature
- GOV 312L: Texas Government
- SW 318: Social Work Statistics
- Foreign Language I

**Spring – 17 hours**
- SW 312: Generalist Social Work Practice
- SW 313: Research Methods
- PSY 304: Child Psychology
- Foreign Language II
- HIS 315L: US History II

*Apply to major*

## Junior year:
**Fall – 18 hours**
- Science/Math
- Writing Component (Non-Social Work)

- Economics
- Upper Div. Soc. & Beh Science
- Multicultural Component
- Elective

**Spring – 18 hours**
- SW 325: Foundations of Social Justice
- SW 327: Human Behavior in the Social Environment

- SW 334: Communities & Organizations
- Upper Div. Soc. & Beh. Science
- Elective

## Senior year:
**Fall - 15 hours**
- SW 323K: Social Work Policy
- SW 332: Individuals & Families
- SW 333: SW Practice with Groups
- Upper Div. Soc. & Beh Science

* (Upper Div.) Elective

**Spring – 16 hours**
- SW 640/641: Field Practicum
- SW 444: Integrative Field Seminar

¹ Students may reduce suggested course-load by taking coursework during summer sessions.
Master of Science in Social Work Program

General Statement
The Master of Science in Social Work program prepares individuals for advanced social work practice with individuals, families, groups, organizations, communities, and in policy-related and administrative positions. The MSSW program includes a nine-course foundation curriculum required of all students, followed by a sequence of courses in one of two areas of concentration. In both foundation and concentration curriculum, experiential learning is provided through internships in selected governmental, non-profit, or for-profit agencies and organizations with qualified educational supervision. Course content and field experiences are organized and integrated using a systems/developmental framework and a bio-psycho-social perspective.

The 60-Hour Curriculum Plan
The first year foundation curriculum provides students with the basic knowledge, skills and values necessary for generalist social work practice and for progression into one of two specialized advanced practice concentrations.

In order to achieve its objective, the generalist curriculum provides instruction in:

(1) the history, philosophy, values, purposes, and social policy concerns of the profession,
(2) human behavior and social environment theories and research relevant to the knowledge base of practice;
(3) social work research and its contribution to the development and testing of knowledge for professional practice; and
(4) field instruction or practicum and social work practice methods courses focused on working with individual clients, families, groups, and community or organizational units.

In addition to providing an overview of and preparation for generalist social work practice, the foundation curriculum serves the purpose of developing the student’s knowledge of and identification with the social work profession; that is, knowing about and appreciating social work’s historical development and evolution, the range of modes of professional intervention characteristic of contemporary practice, ethical issues and concerns now confronting practitioners, and the organizational contexts of practice. The foundation curriculum provides a base for socialization to the profession that is further developed during pursuit of concentrated study in particular areas of concentration. Throughout the program, regardless of the student’s choice of concentration, emphasis is placed on social work’s commitment to culturally-diverse populations and women, to issues of social and economic justice, and to the advancement of the knowledge base of the profession. Social work values and ethics are supported throughout the classroom and field practicum courses.

Foundation Curriculum Courses
Five of the nine required foundation courses are taken in the first semester and three are taken in the second semester. Also in the second semester students begin study in their area of concentration by taking the first course in the selected concentration. Students continue in the same field placement during their first and second semesters.
First Semester

381R Development Across the Life Span: Individuals and Families (formerly Basic Dynamics of Individuals and Families)
Ecological, systems and developmental frameworks are used to examine the influence that context has in shaping individual and family dynamics across the life span. Prerequisite: Graduate standing in social work, or graduate standing and consent of instructor or graduate advisor.

381S Foundations of Social Justice: Values, Diversity, Power and Oppression (formerly Cultural Diversity)
History, demographics and cultures of various populations at risk with an emphasis on self-awareness and understanding the impact of discrimination and oppression by individuals and society on people of diverse backgrounds, abilities and orientations. Prerequisite: Graduate standing in social work, or graduate standing and consent of instructor or graduate advisor.

381T Dynamics of Organizations and Communities
The organizational and community context within which social services are delivered and the influence of funding, mandate and organizational arrangements on service delivery with attention given to populations at risk. Prerequisite: Graduate standing in social work or graduate standing and consent of instructor or graduate advisor.

Second Semester

382R Social Policy Analysis and Social Problems
(formerly 382P-Social Problems and Social Welfare Policy, and 392P1-General Social Welfare Policy Analysis)
Historical perspective on the development of social welfare institutions, programs and policies. Students will learn methods of current policy analysis and evaluation of social problems. May not be counted by students with credit for Social Work 382P and 392P (Topic 1: General Social Welfare Policy Analysis). Prerequisite: Graduate standing in social work, or graduate standing and consent of instructor or graduate advisor.

Taken in second year, fall semester.

383T Social Work Practice II (formerly 383S-Social Work Methods II)
Examine, critique, select and apply social work micro, mezzo and macro theories and methods in advanced clinical and community practice. May not be counted by students with credit for Social Work 383S. Prerequisite: Graduate standing in social work, and concurrent enrollment in SW384S, or graduate standing and consent of instructor or graduate advisor.

384S Field Instruction II
Continuation of SW384R. Sixteen to twenty hours a week (a total of at least 240 hours) in field placement and a weekly one-hour integrative seminar that emphasizes advanced application of theory to practice and consideration of special issues. Prerequisite: Graduate standing in social work and concurrent enrollment in SW384S, or consent of Assistant Dean for Field Education or graduate advisor.

Depending on area of concentration, students will take the first two classes in the concentration:

393R: Topics in Advanced Clinical Practice
May be repeated for credit when topics vary. Prerequisite: Graduate standing in social work, credit or registration for SW383T, or consent of instructor or graduate advisor. Topic 1: Clinical Assessment and Differential Diagnosis and topic 26: Theory and Methods of Group Intervention.

393T: Topics in Advanced Macro Practice
May be repeated for credit when the topics vary. Prerequisite: Graduate standing in social work, credit or registration for SW383T, or consent of instructor or graduate advisor. Topic 1: Social Work Leadership in Human Services and topic 19 Strategic Partnerships Through Collaborative Leadership.
The advanced concentration curriculum provides students with the opportunity to focus their work in one of two areas of special interest:

- Clinical Social Work
- Community and Administrative Leadership

During their third semester, students complete advanced courses in practice methods, social policy, and other courses related to their concentration. With approval, a student may enroll in elective courses in other University departments. During the fourth and last semester, students complete a full-time field practicum in the area of their concentration. They also participate in a professional colloquium focusing on social work practice evaluation. Although the curriculum does not provide full concentrations in the areas of gerontology, health, or criminal justice, students may take elective courses and their fourth semester practicum in these areas.

**Objectives of the Clinical Social Work Concentration**

The Clinical Concentration builds on the first year Foundation with specific courses in assessment and diagnosis, advanced social work methods with individuals and groups, social policy analysis, and practice evaluation research. Additionally, students select at least two electives and two selectives (advanced electives in the concentration) relevant to their desired fields of practice including families, children and adolescents, aging, mental health, chemical dependency, corrections, and health. Experiential learning is provided through internships in selected organizations, such as governmental, for-profit, or non-profit agencies in which qualified and competent supervision is provided. Course content and field experiences are organized and integrated using a bio-psycho-social framework.

**Objectives of the Community and Administrative Leadership Concentration**

This concentration focuses on using organizational and administrative practice theory to initiate, improve, or change human service programs. The broad objectives of the Community and Administrative Leadership concentration are directed toward the preparation of practitioners who are knowledgeable of social work practice, policy and management; who are aware of the nature of related disciplines and professions (such as law, public administration, and accounting); and who will begin practice at the level of mid-management in organizational units concerned with human services programs and policy, planning, program development, research, and evaluation. For the specific concentration objectives, see section 4: Field Objectives; SW 694R/394S - Graduate Field Instruction III & IV.
**Doctor of Philosophy in Social Work Program**

The mission of the School of Social Work at The University of Texas at Austin is to provide professional education and leadership in social work practice, research, and service to promote social justice, enhance social welfare and build strong university community partnerships. In accordance with this mission, the doctoral program seeks to prepare its graduates for successful academic careers as social work educators whose excellence as teachers and scholars will provide intellectual leadership for the profession.

The program of work, excluding dissertation, requires a minimum of 46 credit hours of graduate study. The required program of work is outlined below:

- Three seminars in research methods 9 credit hours
- Two seminars in computer data analysis 6 credit hours
- One research practicum 3 credit hours
- Two seminars on theory 6 credit hours
- One seminar on pedagogy in social work 3 credit hours
- Four electives 12 credit hours
- Four colloquia on social work education and research 4 credit hours
- One area specialization course 3 credit hours

Students who devote themselves full time to the doctoral program should be able to complete all course requirements and the qualifying examinations within two academic years, including summers. Initial work on the dissertation research proposal usually begins by the end of the second year, but students are encouraged to consider their topic as early as possible. Subsequent semesters are devoted to dissertation research, followed by a final oral examination in defense of the dissertation.

The course load as described in the Curriculum outline below is a normal course load for any student who plans to complete all candidacy requirements within two academic years. Students must complete the requirements for candidacy within six years in accordance with University policy. The course load as described in the curriculum outline may vary, particularly when students are serving as teaching assistants or research assistants while enrolled as full time students.

The doctoral program may also be carried out on a part time basis. Part-time students must enroll for a minimum of six hours of course work each Fall and Spring semester.
Section 7
Selected Forms

FORMS ARE ALSO ON THE WEB AT:
http://www.utexas.edu/ssw/apss/forms

Intern Time Sheet .......................................................... 73
Educational Contract ......................................................... 75
Process Recording ........................................................... 77
Instructions for Process Recording ................................. 81
Domestic Long Distance Field Reference Form ........ .... 85
BSW Field Evaluations ...................................................... 87
MSSW Field Evaluations .................................................... 96
# Intern Time Sheet

UT School of Social Work  
Office of Field Education

<table>
<thead>
<tr>
<th>Month Date/Day</th>
<th>Activities</th>
<th>Hours Worked</th>
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</table>

Monthly Total:

Supervisor Approval:

Comments:

---

Student: ________________________  
Supervisor: ________________________  
Placement: ________________________
**Educational Contract**

This electronic form is available online at:
http://www.utexas.edu/ssw/dl/files/academic-programs/field/educational-contract.doc

Name: 

<table>
<thead>
<tr>
<th>Individualized learning goals:</th>
<th>My efforts in achieving each of the specified goals will be as follows:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

The Field Instructor will support the student’s learning by:

Student’s Signature ______________________ Date ____________ Field Instructor’s Signature ______________________
PROCESS RECORDING

Worker:
Client:
Specific Location of Interaction:
Date of Session:
Date turned in:

Client System:
Presenting Problem:
Worker Goals for the Session:
Client Goals for the Session:
What was going on just prior to this interaction:

<table>
<thead>
<tr>
<th></th>
<th>Worker’s Feelings</th>
<th>Analytical Comments</th>
<th>Field Instructor/Liaison Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
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### PROCESS RECORDING

<table>
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<tr>
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<th>Worker’s Feelings</th>
<th>Analytical Comments</th>
<th>Field Instructor/Liaison Comments</th>
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<tbody>
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</table>
PROCESS RECORDING  page:

Observations of Client system strengths:

Outcomes of Interaction:

Subsequent plans with this case:

Specific questions for supervision with field instructor:
# PROCESS RECORDING INSTRUCTIONS

Worker:  
Client: Use first name, or use initials only  
Specific Location of Interaction:  
Date of Session:  
Date turned in:  

Client System: Include demographic information such as age, gender, race, ethnicity, etc. as appropriate and include the important members of the client system  
Presenting Problem: Describe the problem from the client’s perspective, how the client was referred to you for services  
Worker Goals for the Session:  
Client Goals for the Session:  
What was going on immediately prior to this interaction:  

<table>
<thead>
<tr>
<th>Content</th>
<th>Worker’s Feelings</th>
<th>Analytical Comments</th>
<th>Field Instructor/Liaison Comments</th>
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</thead>
</table>
| This should be a challenging portion of the interview. A face-to-face interaction is preferred. This section should be verbatim, what was said by each person involved in this session; including non-verbal observations. This should be 10 – 15 minutes of the most significant part of the interview. | Document your emotions & explain them briefly. Examples include: anxious, angry, shocked, nervous, hopeful, pleased. | • Include which interviewing or relational skills you are utilizing, and identify times you could have used a specific skill. Examples include: rapport, empathy, clarification, summarization, probing, exploration & validation  
• Include your assessment of the process content. | • Feedback for student should be strengths oriented & corrective.  
• Identify alternative techniques & roles.  
• Comment on meaning of client responses.  
• Suggest alternate responses & techniques. |
• Include the social work roles you are filling & explain briefly. Examples include: broker, mediator, educator, advocate

• Other things to consider:
  Theory or model are you utilizing: Identify & explain why you are using this theory or model. Examples include: ecological model, problem solving framework, strengths perspective, psychoanalytic theory, behavioral theory, social learning theory, systems theory, psychosocial developmental theory & risk & resilience theory.
  Intervention you are using: Identify & explain why it is effective in this situation. Examples include: crisis intervention, brief therapy, reality
therapy, task centered, crisis intervention, cognitive restructuring, solution focused.

Cultural competence: Identify & assess needs, values & strengths of diverse client systems, if present in this situation.

Values, ethics & social justice issues: Identify & examine personal values & attitudes, manage value differences & ethical dilemmas & adapt roles, functions & strategies to address the needs of vulnerable populations, if present in this situation.

Human Behavior in the Social Environment: Apply your knowledge of human behavior & development to the client system
Observations of Client system strengths:

Outcomes of Interaction: Explain how the goals were met or why they were not. How did the outcome change during your interaction?

Subsequent plans with this case: This can read like a "to do" list, but should also include the overall plan for the case.

Specific questions for supervision with field instructor: This applies to the use of supervision & there should always be questions.
First Field Placement Field Instructor Assessment

DOMESTIC LONG DISTANCE FIELD PLACEMENT

Students seeking domestic long distance placements for their final field experience are expected to be in good standing in their program of study and prepared to handle challenges that might occur in field. Your recommendation will be used to help determine that. Please complete and send this form to the Office of Field Education electronically at ssw-field@austin.utexas.edu.

Name of Student:_________________________________________________________

Name of Field Instructor:_____________________________________________________

Phone & Email: __________________________________________________________

Name of School: _________________________________________________________

Date:____________________  Field Agency________________________

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR A DOMESTIC LONG DISTANCE FIELD PLACEMENT

Maturity

Low 1 2 3 4 5 6 7 High

Comments:

Self Awareness

Low 1 2 3 4 5 6 7 High

Comments:

Problem Solving Ability

Low 1 2 3 4 5 6 7 High

Comments:
Cultural Sensitivity
Low 1 2 3 4 5 6 7  High
Comments:

Positive Attitude
Low 1 2 3 4 5 6 7  High
Comments:

Uses feedback constructively
Low 1 2 3 4 5 6 7  High
Comments:

Professional use of self
Low 1 2 3 4 5 6 7  High
Comments:

Social Work ethics and values
Low 1 2 3 4 5 6 7  High
Comments:

Recommendations for Domestic Long Distance Field Placement. Please indicate one.

Yes without reservation

Yes with reservation

Not recommended
**Evaluation for SW 640/641: Undergraduate Field Instruction**

**SW 640/641**
Evaluation for Undergraduate Field Instruction

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<td>Faculty Liaison:</td>
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<td>Semester/Year:</td>
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**WORKLOAD DESCRIPTION**
Briefly describe the student’s direct practice, group work, and indirect practice learning opportunities and work assignments during the internship.

**DESCRIPTION OF SUPERVISION**
Briefly describe the supervisory structure provided for the student.

**PROGRESS ON EDUCATIONAL CONTRACT**
Briefly describe the progress student has made toward educational contract objectives and goals.

**Evaluation for Undergraduate Field Instruction**

**Course Description**
This course includes an educationally supervised practicum in a human services organization and is offered simultaneously with SW 444, an integrative seminar. The generalist field experience provides supervised practice assignments designed to develop a social work perspective and skills in working with client systems (i.e., individuals, families, groups, and organizations). A minimum of 480 hours in the agency/organization is required. The weekly seminar focuses on integration of theory related to human behavior, ethics, organizational and community dynamics and policy in the context of field experiences.
Evaluation Instrument

This evaluation instrument addresses the minimum objectives for SW 640/641. These provide a guide for the evaluation of the student’s performance and represent competencies to be achieved by the end of the placement.

Ratings of each competency must be supported by content in the “Evidence to support rating” section. “Evidence to support rating” may also serve to highlight outstanding abilities. The “Strategies to increase competence” should include ways in which the specific competency can be further addressed.

On the scale provided after each competency, please indicate level of performance by placing an X at the most appropriate point along the continuum.

- **AC** Advanced Competence
  Expertly demonstrates awareness, knowledge and skills as an emerging professional

- **C** Competence
  Consistently demonstrates awareness, knowledge and skills as an emerging professional

- **EC** Emerging Competence
  Demonstrates beginning awareness, knowledge and skills as an emerging professional

- **IP** Insufficient Progress
  Rarely demonstrates awareness, knowledge and skills as an emerging professional

- **UP** Unacceptable Progress
  Never demonstrates awareness, knowledge and skills as an emerging professional

Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field instruction. If a student’s performance is inadequate by mid-semester, a written plan for the remainder of the semester is essential. However, unless problems are encountered in this course, the midterm evaluation does not become part of the student’s file. It can serve as an initial document to update and measure performance at the end of the placement.

The Faculty Liaison takes the written final evaluation prepared by the Field Instructor in collaboration with the student, evaluates any written work performed for the course, considers the quality of participation in field seminar, and assigns the grade at the end of the semester. Emphasis is placed upon quality and consistency of work, not quantity.
Competencies

1a. **Values**: Student demonstrates the ability to examine personal values and attitudes (including biases and stereotypes) to enhance professional self-awareness. *(PB 7, 15)*

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**Ethics**: Student demonstrates the ability to manage value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. *(PB 8, 9, 10)*

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1b. Evidence to support rating:

Strategies to increase competence:

2a. **Social Justice**: Student demonstrates the ability to adapt professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. *(PB 19, 20)*

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**Cultural Competence**: Student demonstrates the ability to identify and assess the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. *(PB 14, 16, 17)*

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2b. Evidence to support rating:

Strategies to increase competence:

3a. **Boundaries**: Student demonstrates the ability to establish and maintain appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. *(PB 2, 3, 4, 5)*

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**Accountability:**  Student demonstrates the ability to adhere to agency protocol.  (PB 4)

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**Multiple Accountability:**  Student demonstrates the ability to work effectively with the clients, the agency, the community, and the profession.  (PB5,  27, 36)

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**Relational Skills:**  Student demonstrates the ability to use the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation.  (PB 13, 30, 41)

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3b. Evidence to support rating:

Strategies to increase competence:

4a. **Supervision:**  Student demonstrates the ability to use supervision to examine risk-taking, evaluation of own work, while maintaining openness to constructive feedback.  (PB 5, 6)

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4b. Evidence to support rating:

Strategies to increase competence:

5a. **Social Work Roles:**  Student demonstrates the ability to effectively identify, reflect on, and evaluate various social work roles within the context of the agency and community.  (PB 3, 26)

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5b. Evidence to support rating:

Strategies to increase competence:
6a. **Assessment**: Student demonstrates the ability to assess situations (including motivation, capacity, and opportunity) and formulate goals with the client. *(PB 31, 32, 34, 35)*

**Intervention Planning**: Student demonstrates the ability to construct intervention plans that recognize the importance of using methods and strategies based on client needs and the strengths perspective. *(PB 34, 35, 36, 37, 38, 39, 40, 41)*

6b. Evidence to support rating:

Strategies to increase competence:

7a. **Resources**: Student demonstrates the ability to identify community resources related to client needs and understands the process for effective referral. *(PB 1, 29)*

7b. Evidence to support rating:

Strategies to increase competence:

8a. **Groups**: Student demonstrates the ability to plan, facilitate, and evaluate a group. *(PB 29, 38, 41)*

**Theory and Practice**: Student demonstrates the ability to use the ecological model, the problem solving framework, and the strengths perspective. *(PB 11, 21, 22, 23, 24, 38)*

**Human Development**: Student demonstrates the ability to apply knowledge of human behavior and development to client situations. *(PB 23, 24)*
8b. Evidence to support rating:

Strategies to increase competence:

9a. **Organizational Dynamics**: Student demonstrates the ability to examine agency’s function, service delivery, policies, and formal/informal decision-making.  
**(PB 12, 27, 29, 36)**

9b. Evidence to support rating:

Strategies to increase competence:

10a. **Research**: Student demonstrates understanding of basic concepts of research as it relates to evaluating own practice and assignments within the agency.  
**(PB 22)**

10b. Evidence to support rating:

Strategies to increase competence:

11a. **Macro**: Student demonstrates the ability to examine the relationship between individual client situations and macro issues in the context of the community.  
**(PB 18, 24, 25, 26)**

11b. Evidence to support rating:

Strategies to increase competence:
Please address each of the following:

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

**Students:** Please address each of the following questions:

1. What were your biggest learning opportunities or “aha” moments this semester in field?

2. Discuss at least two barriers that you experienced in field this semester? How did you overcome them?

3. What did you learn about yourself as a developing social worker from this placement?

4. What are your future learning needs that you hope to address in your next field placement?
5. Overall, how would you describe the learning environment at your placement? Discuss your use of supervision as well as ways you integrated classroom learning into your field experience.

*STUDENT’S READING & SIGNATURE ARE REQUIRED**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation.

Student’s Signature ___________________________ Date_____________

Field Instructor’s Signature ___________________________ Date_____________

Faculty Liaison’s Signature ___________________________ Date_____________

Field Instructor Guide 95 Revised January 2011
Evaluation for SW 384R: Field Instruction I (Graduate First Field, Fall Semester)

SW 384R:
Evaluation for Field Instruction I

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<th>Student:</th>
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<td>Faculty Liaison:</td>
</tr>
<tr>
<td>Semester/Year:</td>
<td></td>
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</table>

WORKLOAD DESCRIPTION
Briefly describe the student’s learning opportunities and work assignments during the internship.

... ...

DESCRIPTION OF SUPERVISION
Briefly describe the supervisory structure provided for the student.

... ...

PROGRESS ON EDUCATIONAL CONTRACT
Briefly describe the progress student has made toward educational contract objectives and goals.

... ...

Evaluation for Field Instruction I

Course Description
This course includes an educationally supervised practicum in a human services organization and a weekly seminar. The generalist field experience provides supervised practice assignments designed to develop a social work perspective and skills in working with client systems (i.e., individuals, families, groups, and organizations). A minimum of 240 hours (16-20 hours a week) in the agency/organization is required. The one-hour weekly seminar focuses on integration of theory related to human behavior, organizational and community dynamics and policy in the context of field experiences. Practice I is a co-requisite for this course.
Evaluation Instrument

This evaluation instrument addresses the minimum objectives for SW 384R. These provide a guide for the evaluation of the student’s performance and represent competencies to be achieved by the end of the placement.

Ratings of each competency must be supported by content in the “Evidence to support rating” section. “Evidence to support rating” may also serve to highlight outstanding abilities. The “Strategies to increase competence” should include ways in which the specific competency can be further addressed.

On the scale provided after each competency, please indicate level of performance by placing an X at the most appropriate point along the continuum.

<table>
<thead>
<tr>
<th>AC</th>
<th>Advanced Competence</th>
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<tbody>
<tr>
<td></td>
<td>Expertly demonstrates awareness, knowledge and skills as a graduate social work intern</td>
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<tr>
<th>C</th>
<th>Competence</th>
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<tr>
<td></td>
<td>Consistently demonstrates awareness, knowledge and skills as a graduate social work intern</td>
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<th>EC</th>
<th>Emerging Competence</th>
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<td>Demonstrates beginning awareness, knowledge and skills as a graduate social work intern</td>
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<th>IP</th>
<th>Insufficient Progress</th>
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<td>Rarely demonstrates awareness, knowledge and skills as a graduate social work intern</td>
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<th>UP</th>
<th>Unacceptable Progress</th>
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<tr>
<td></td>
<td>Never demonstrates awareness, knowledge and skills as a graduate social work intern</td>
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</table>

Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field instruction. If a student’s performance is inadequate by mid-semester, a written plan for the remainder of the semester is essential. However, unless problems are encountered in this course, the midterm evaluation does not become part of the student’s file. It can serve as an initial document to update and measure performance at the end of the placement.

The Faculty Liaison takes the written final evaluation prepared by the Field Instructor in collaboration with the student, evaluates any written work performed for the course, considers the quality of participation in field seminar, and assigns the grade at the end of the semester. Emphasis is placed upon quality and consistency of work, not quantity.
Competencies

1a. **Social Justice**: Student demonstrates the ability to understand professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. *(PB 19, 20)*

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**Values**: Student demonstrates the ability to examine personal values and attitudes (including biases and stereotypes) in relation to professional self-awareness. *(PB 7, 15)*

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**Ethics**: Student demonstrates the ability to identify value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. *(PB 8, 9, 10)*

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**Boundaries**: Student demonstrates the ability to identify and understand appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. *(PB 2, 3, 4, 5)*

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1b. Evidence to support ratings:

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Strategies to increase competence:

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2a. **Accountability**: Student demonstrates the ability to understand and adhere to agency protocol. *(PB 4)*

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**Multiple Accountability**: Student demonstrates the ability to work effectively with the clients, the agency, the community, and the profession. *(PB 5, 27, 36)*

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2b. Evidence to support ratings:

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Strategies to increase competence:

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3a. **Supervision:** Student demonstrates the ability to understand the expectations of educational supervision and to fully participate in the process. *(PB 5, 6)*

3b. Evidence to support rating:

……

Strategies to increase competence:

……

4a. **Cultural Competence:** Student demonstrates the ability to begin to identify and assess the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. *(PB 14, 16, 17)*

4b. Evidence to support rating:

……

Strategies to increase competence:

……

5a. **Relational Skills:** Student demonstrates the ability to use the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. *(PB 13, 30, 41)*

5b. Evidence to support rating:

……

Strategies to increase competence:

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6a. **Human Development**: Student demonstrates the ability to apply knowledge of human behavior and development to client situations. *(PB 23, 24)*

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**Theory and Practice**: Student demonstrates the ability to use the ecological model, the problem solving framework, the strengths perspective and empirically based knowledge. *(PB 11, 21, 22, 23, 24, 38)*

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**Assessment**: Student demonstrates the beginning ability to assess situations (including motivation, capacity, and opportunity) and formulate goals with the client. *(PB 31, 32, 33, 34, 35)*

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7a. **Intervention Planning**: Student demonstrates the ability to construct intervention plans that recognize the importance of using methods and strategies based on client needs and the strengths perspective. *(PB 34, 35, 36, 37, 38, 39, 40, 41)*

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**Resources**: Student demonstrates the ability to identify community resources related to client needs and understands the process for effective referral. *(PB 1, 29)*

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**Social Work Roles**: Student demonstrates the ability to effectively identify, reflect on, and evaluate various social work roles within the context of the agency and community. *(PB 3, 26)*

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7b. Evidence to support ratings:

Strategies to increase competence:

8a. **Organizational Dynamics**: Student demonstrates the ability to examine agency’s function, service delivery, policies, and formal/informal decision-making. (*PB 12, 27, 29, 36*)

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**Macro**: Student demonstrates the ability to examine the relationship between individual client situations and macro issues in the context of the community. (*PB 18, 24, 25, 26*)

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8b. Evidence to support ratings:

Strategies to increase competence:

**Students**: Please address each of the following questions:

1. What were your biggest learning opportunities or “aha” moments this semester in field?

2. Discuss at least two barriers that you experienced in field this semester? How did you overcome them?

3. What did you learn about yourself as a developing social worker from this placement?

4. What are your future learning needs that you hope to address in your next field placement?
5. Overall, how would you describe the learning environment at your placement? Discuss your use of supervision as well as ways you integrated classroom learning into your field experience.

Please address each of the following:

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

**STUDENT’S READING & SIGNATURE ARE REQUIRED**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation.

Student’s Signature ___________________________ Date ______________

Field Instructor’s Signature ______________________ Date ______________

Faculty Liaison’s Signature ______________________ Date ______________
Evaluation For SW 384S: Field Instruction II (Graduate First Field, Spring Semester)

SW 384S:
Evaluation for Field Instruction II

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WORKLOAD DESCRIPTION
Briefly describe the student’s learning opportunities and work assignments during the internship.

DESCRIPTION OF SUPERVISION
Briefly describe the supervisory structure provided for the student.

PROGRESS ON EDUCATIONAL CONTRACT
Briefly describe the progress student has made toward educational contract objectives and goals.

Evaluation for Field Instruction II

Course Description
This course includes an educationally supervised practicum in a human services organization and a weekly seminar. The generalist field experience provides supervised practice assignments designed to develop a social work perspective and skills in working with client systems (i.e., individuals, families, groups, and organizations). A minimum of 240 hours (16-20 hours a week) in the agency/organization is required. The one-hour weekly seminar focuses on integration of theory related to human behavior, organizational and community dynamics and policy in the context of field experiences. Practice II is a co-requisite for this course.
Evaluation Instrument

This evaluation instrument addresses the minimum objectives for SW 384R. These provide a guide for the evaluation of the student’s performance and represent competencies to be achieved by the end of the placement.

Ratings of each competency must be supported by content in the “Evidence to support rating” section. “Evidence to support rating” may also serve to highlight outstanding abilities. The “Strategies to increase competence” should include ways in which the specific competency can be further addressed.

On the scale provided after each competency, please indicate level of performance by placing an X at the most appropriate point along the continuum.

<table>
<thead>
<tr>
<th>Rating</th>
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| AC | Advanced Competence  
Expertly demonstrates awareness, knowledge and skills as a second-semester graduate social work intern |
| C | Competence  
Consistently demonstrates awareness, knowledge and skills as a second-semester graduate social work intern |
| EC | Emerging Competence  
Demonstrates beginning awareness, knowledge and skills as a second-semester graduate social work intern |
| IP | Insufficient Progress  
Rarely demonstrates awareness, knowledge and skills as a second-semester graduate social work intern |
| UP | Unacceptable Progress  
Never demonstrates awareness, knowledge and skills as a second-semester graduate social work intern |

Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field instruction. If a student’s performance is inadequate by mid-semester, a written plan for the remainder of the semester is essential. However, unless problems are encountered in this course, the midterm evaluation does not become part of the student’s file. It can serve as an initial document to update and measure performance at the end of the placement.

The Faculty Liaison takes the written final evaluation prepared by the Field Instructor in collaboration with the student, evaluates any written work performed for the course, considers the quality of participation in field seminar, and assigns the grade at the end of the semester. Emphasis is placed upon quality and consistency of work, not quantity.
### Competencies

1a. **Social Justice**: Student demonstrates the ability to adapt professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. *(PB 19, 20)*

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**Values**: Student demonstrates the ability to examine personal values and attitudes (including biases and stereotypes) to enhance professional self-awareness. *(PB 7, 15)*

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**Ethics**: Student demonstrates the ability to manage value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. *(PB 8, 9, 10)*

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**Boundaries**: Student demonstrates the ability to establish and maintain appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. *(PB 2, 3, 4, 5)*

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1b. Evidence to support ratings:

Strategies to increase competence:

2a **Accountability**: Student demonstrates the ability to professionally adhere to agency protocol. *(PB 4)*

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**Multiple Accountability**: Student demonstrates the ability to work effectively with the clients, the agency, the community, and the profession. *(PB 5, 27, 36)*

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2b. Evidence to support ratings:

Strategies to increase competence:

3a. **Supervision**: Student demonstrates the ability to use supervision to examine risk-taking, evaluation of own work, while maintaining openness to constructive feedback. *(PB 5, 6)*

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3b. Evidence to support rating:

Strategies to increase competence:

4a. **Cultural Competence**: Student demonstrates the ability to identify and assess the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. *(PB 14, 16, 17)*

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4b. Evidence to support rating:

Strategies to increase competence:

5a. **Relational Skills**: Student demonstrates the ability to use and evaluate the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. *(PB 13, 30, 41)*

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5b. Evidence to support rating:

Strategies to increase competence:
6a. **Groups**: Student demonstrates the ability to plan, facilitate, and evaluate a group.  
*(PB 29, 38, 41)*

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6b. Evidence to support rating:

Strategies to increase competence:

7a. **Theory and Practice**: Student demonstrates the ability to build upon the ecological model, the problem solving framework, the strengths perspective and developmental theory. In addition, student demonstrates knowledge of various models (e.g., CBT, feminist perspective, social constructivism, etc.). *(PB 11, 21, 22, 23, 24, 38)*

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**Assessment**: Student demonstrates the ability to assess situations (including motivation, capacity, and opportunity) and formulate goals with the client systems. *(PB 31, 32, 34, 35)*

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7b. Evidence to support ratings:

Strategies to increase competence:

8a. **Intervention Planning**: Student demonstrates the ability to construct, implement and evaluate intervention plans that recognize the importance of using methods and strategies based on client needs and the strengths perspective.  
*(PB 34, 35, 36, 37, 38, 39, 40, 41)*

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**Resources**: Student demonstrates the ability to identify, utilize and evaluate community resources. *(PB 1, 29)*

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**Social Work Roles:** Student demonstrates the ability to effectively utilize and evaluate various social work roles within the context of the agency and community.  *(PB 3, 26)*

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8b. Evidence to support ratings:

Strategies to increase competence:

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9a. **Organizational Dynamics:** Student demonstrates the ability to critically assess agency’s function, service delivery, policies, and formal/informal decision-making.  *(PB 12, 27, 29, 36)*

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**Macro:** Student demonstrates the ability to examine the relationship between individual client situations and macro issues in the context of the community and social policy.  *(PB 18, 24, 25, 26)*

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**CAL Project:** Student demonstrates the ability to plan, implement, and evaluate an administrative project within the agency.  *(PB 28, 36)*

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9b. Evidence to support ratings:

Strategies to increase competence:
**Students:** Please address each of the following questions:

1. What were your biggest learning opportunities or “aha” moments this semester in field?

2. Discuss at least two barriers that you experienced in field this semester? How did you overcome them?

3. What did you learn about yourself as a developing social worker from this placement?

4. What are your future learning needs that you hope to address in your next field placement?

5. Overall, how would you describe the learning environment at your placement? Discuss your use of supervision as well as ways you integrated classroom learning into your field experience.

**Field Instructors:** Please address each of the following areas.

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS
FUTURE LEARNING NEEDS AND RECOMMENDATIONS

**STUDENT’S READING & SIGNATURE ARE REQUIRED**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation.

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<td>Faculty Liaison’s Signature</td>
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Evaluation for SW 694R/394S: Field Instruction III&IV (Graduate Final Field)

SW 694R/394S:
Evaluation for Final Field - Clinical Concentration

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WORKLOAD DESCRIPTION
Briefly describe the student’s learning opportunities and work assignments during the internship.

DESCRIPTION OF SUPERVISION
Briefly describe the supervisory structure provided for the student.

PROGRESS ON EDUCATIONAL CONTRACT
Briefly describe the progress student has made toward educational contract objectives and goals.

Evaluation for Concentration in Clinical Social Work

Course Description
Building on Field Instruction I and II, this combined nine credit-hour course provides a 540-hour supervised internship within a human service organization. A major purpose of field education is to develop advanced competence and proficiency in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. The internship addresses the continued application of theory to practice at an advanced level as related to clinical social work.

Core Curriculum
The Clinical Social Work Concentration is built on social work knowledge, values, ethics, and purposes developed in the foundation curriculum. Core educational competencies must be addressed in all placements, both Clinical and CAL.
Evaluation Instrument

This evaluation instrument addresses the minimum competencies for SW 694R/394S. These provide a guide for the evaluation of the student’s performance and represent competencies to be achieved by the end of the placement.

Ratings of each competency must be supported by content in the “Evidence to support rating” section. “Evidence to support rating” may also serve to highlight outstanding abilities. The “Strategies to increase competence” should include ways in which the specific competency can be further addressed.

On the scale provided after each competency, please indicate level of performance by placing an X at the most appropriate point along the continuum.

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<th>Rating</th>
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<td>Advanced Competence</td>
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<td>Expertly demonstrates awareness, knowledge and skills as an emerging professional</td>
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<td>C</td>
<td>Competence</td>
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<tr>
<td></td>
<td>Consistently demonstrates awareness, knowledge and skills as an emerging professional</td>
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<tr>
<td>EC</td>
<td>Emerging Competence</td>
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<td></td>
<td>Demonstrates beginning awareness, knowledge and skills as an emerging professional</td>
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<td>IP</td>
<td>Insufficient Progress</td>
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<td>Rarely demonstrates awareness, knowledge and skills as an emerging professional</td>
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<tr>
<td>UP</td>
<td>Unacceptable Progress</td>
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<tr>
<td></td>
<td>Never demonstrates awareness, knowledge and skills as an emerging professional</td>
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Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field instruction. If a student’s performance is inadequate by mid-semester, a written plan for the remainder of the semester is essential. However, unless problems are encountered in this course, the midterm evaluation does not become part of the student’s file. It can serve as an initial document to update and measure performance at the end of the placement.

The Faculty Liaison takes the written final evaluation prepared by the Field Instructor in collaboration with the student, evaluates any written work performed for the course, and assigns the grade at the end of each term in the case of extended block, or two identical grades for each of the courses at the end of block placement. Emphasis is placed upon quality and consistency of work, not quantity. The intent of this course is to achieve competency in advanced social work practice. Any IP or UP ratings on the final evaluation might result in a No Credit grade for the course. The Faculty Liaison is responsible for determining the final grade.
**Core Competencies**

1a. **Social Justice**: Student evaluates, differentiates, and applies professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. *(CL/APB5)*

![AC C EC IP UP](chart)

**Ethics and Values**: Student critically examines personal values, attitudes and expectations to enhance professional self-awareness and demonstrates competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. *(CL/APB2)*

![AC C EC IP UP](chart)

1b. Evidence to support ratings:

**Strategies to increase competence:**

2a. **Professional Use of Self**: Student demonstrates the ability to establish and maintain appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. *(CL/APB1)*

![AC C EC IP UP](chart)

**Accountability and Commitment to Professional Development**: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional competence through skill building, accountability, and professional development. *(CL/APB2, CL/APB10d)*

![AC C EC IP UP](chart)

Evidence to support ratings:

**Strategies to increase competence:**

3a. **Cultural Competence**: Student analyzes the needs, values, and strengths of diverse client systems and effectively supports their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. *(CL/APB2, CL/APB4)*

![AC C EC IP UP](chart)

3b. Evidence to support rating:

**Strategies to increase competence:**
Concentration Specific Competencies

In addition to the five Program Core Objectives, the field instructor evaluates the student in the following areas related to the concentration in Clinical Social Work.

4a. **Relational Skills**: Student demonstrates the ability to use the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (CL/APB10a)

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4b. Evidence to support rating:

Strategies to increase competence:

5a. **Self-Disclosure**: Student demonstrates self-awareness and the ability to appropriately utilize professional self-disclosure, to enhance the client/worker relationship. (CL/APB1)

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5b. Evidence to support rating:

Strategies to increase competence:

6a. **Monitor Triggers**: Student will demonstrate the ability to recognize and monitor his/her own emotional reactions (i.e., transference/countertransference, avoidance, over-identification, personalization, etc.) to clients and their situations. (CL/APB1)

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6b. Evidence to support rating:

Strategies to increase competence:
7a. **Theory and Practice Frameworks**: Student demonstrates the ability to utilize empirically based theories, knowledge, and best/promising practices. (CL/APB3, CL/APB6, CL/APB7)

Assessment: Student demonstrates the ability to select from multiple perspectives in order to effectively examine client strengths and issues. (CL/APB3, CL/APB10b)

7b. Evidence to support ratings:

Strategies to increase competence:

8a. **Intervention Planning**: Student demonstrates the ability to construct intervention plans that specify measurable outcomes and delineate measurable treatment objectives. (CL/APB4, CL/APB10c)

Critical Thinking: Student demonstrates the ability to use critical thinking skills in selecting, prioritizing, implementing, and evaluating interventions, and other aspects of social work practice. (CL/APB6, CL/APB8, CL/APB10d)

8b. Evidence to support ratings:

Strategies to increase competence:
9a. **Termination**: Student demonstrates the ability to engage client systems in the process of termination, including methods of maintaining gains and access to needed resources. *(CL/APB10d)*

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9b. Evidence to support rating:

Strategies to increase competence:

10a. **Practice Evaluation**: Student demonstrates the ability to initiate evaluation of his/her practice effectiveness. *(CL/APB6, CL/APB10c)*

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**Program Evaluation**: Student demonstrates the ability to identify and evaluate agency programs in relation to client needs. *(CL/APB8, CL/APB9)*

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10b. Evidence to support ratings:

Strategies to increase competence:

11a. **Leadership Skills**: Student demonstrates the ability to utilize leadership skills. *(CL/APB9)*

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11b. Evidence to support rating:

Strategies to increase competence:
**Students:** Please address each of the following questions.

1. Describe some of your biggest points of learning this semester in field. Name at least two of your shining moments.

2. How has your professional use of self developed this semester? What changes have you noticed about yourself?

3. What three pieces of information would you consider very important to pass along to another MSSW student who was considering coming to this placement?

4. How did your use and understanding of supervision impact your overall learning experience? What thoughts do you take with you (as an emerging professional) about supervision from this experience?

**Field Instructors:** Please address each of the following areas.

- **OUTSTANDING ABILITIES**

- **AREAS WHERE GROWTH WAS MOST OBVIOUS**

- **FUTURE LEARNING NEEDS AND RECOMMENDATIONS**
**STUDENT’S READING & SIGNATURE ARE REQUIRED**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation.

Student’s Signature _____________________________ Date ____________

Field Instructor’s Signature _________________________ Date ____________

Faculty Liaison’s Signature _________________________ Date ____________
Evaluation for SW 694R/394S: Field Instruction III&IV (Graduate Final Field)

SW 694R/394S:
Evaluation for Final Field –
Community and Administrative Leadership (CAL) Concentration

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<td>Field Instructor:</td>
<td>Faculty Liaison:</td>
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<td>Semester/Year:</td>
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WORKLOAD DESCRIPTION
Briefly describe the student’s learning opportunities and work assignments during the internship.

DESCRIPTION OF SUPERVISION
Briefly describe the supervisory structure provided for the student.

PROGRESS ON EDUCATIONAL CONTRACT
Briefly describe the progress student has made toward educational contract objectives and goals.

Evaluation for Concentration in Community and Administrative Leadership

Course Description
Building on Field Instruction I and II, this combined nine credit-hour course provides a 540-hour supervised internship within a human service organization. A major purpose of field education is to develop advanced competence and proficiency in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. The internship addresses the continued application of theory to practice at an advanced level as related to community and administrative leadership in human service organizations. Core Curriculum
The Community and Administrative Leadership (CAL) Concentration is built on social work knowledge, values, ethics, and purposes developed in the foundation curriculum. Core educational competencies must be addressed in all placements, both Clinical and CAL.
Evaluation Instrument

This evaluation instrument addresses the minimum competencies for SW 694R/394S. These provide a guide for the evaluation of the student’s performance and represent competencies to be achieved by the end of the placement.

Ratings of each competency must be supported by content in the “Evidence to support rating” section. “Evidence to support rating” may also serve to highlight outstanding abilities. The “Strategies to increase competence” should include ways in which the specific competency can be further addressed.

On the scale provided after each competency, please indicate level of performance by placing an X at the most appropriate point along the continuum.

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<td>Expertly demonstrates awareness, knowledge and skills as an emerging professional</td>
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<td>Consistently demonstrates awareness, knowledge and skills as an emerging professional</td>
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<th>Emerging Competence</th>
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<td>Demonstrates beginning awareness, knowledge and skills as an emerging professional</td>
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<th>IP</th>
<th>Insufficient Progress</th>
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<td>Rarely demonstrates awareness, knowledge and skills as an emerging professional</td>
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<th>UP</th>
<th>Unacceptable Progress</th>
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<td>Never demonstrates awareness, knowledge and skills as an emerging professional</td>
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<th>NA</th>
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<td>Student had no opportunity to demonstrate competency in this area</td>
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Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field instruction. If a student’s performance is inadequate by mid-semester, a written plan for the remainder of the semester is essential. However, unless problems are encountered in this course, the midterm evaluation does not become part of the student’s file. It can serve as an initial document to update and measure performance at the end of the placement.

The Faculty Liaison takes the written final evaluation prepared by the Field Instructor in collaboration with the student, evaluates any written work performed for the course, and assigns the grade at the end of each term in the case of extended block, or two identical grades for each of the courses at the end of block placement. Emphasis is placed upon quality and consistency of work, not quantity. The intent of this course is to achieve competency in advanced social work practice. Any IP or UP ratings on the final evaluation might result in a No Credit grade for the course. The Faculty Liaison is responsible for determining the final grade.
Core Competencies

1a. **Social Justice**: Student evaluates, differentiates, and applies professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. *(CAL/APB5)*

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**Ethics and Values**: Student critically examines personal values, attitudes and expectations to enhance professional self-awareness and demonstrates competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. *(CAL/APB2)*

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1b. Evidence to support ratings:

Strategies to increase competence:

2a. **Professional Use of Self**: Student demonstrates the ability to establish and maintain appropriate boundaries and to integrate and apply the differential use of self in professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. *(CAL/APB1)*

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**Accountability and Commitment to Professional Development**: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional competence through skill building, accountability, and professional development. *(CAL/APB2, CAL/APB10a)*

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2b. Evidence to support ratings:

Strategies to increase competence:
3a. **Cultural Competence**: Student analyzes the needs, values, and strengths of diverse client systems and effectively supports their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. *(CAL/APB2, CAL/APB4)*

3b. Evidence to support rating:

Strategies to increase competence:

**Concentration Specific Competencies**

In addition to the five Program Core Competencies, the field instructor evaluates the student in the following areas related to the concentration in Community and Administrative Leadership.

4a. **Leadership**: Student demonstrates the ability to critique and apply leadership styles and management processes from an eco-systems perspective, taking into account social work values and ethics. *(CAL/APB2, CAL/APB7)*

4b. Evidence to support ratings:

Strategies to increase competence:

**Advocacy**: Student demonstrates knowledge and understanding of advocacy for the resolution of human service issues and to advocate for policies that promote individual and collective well-being. *(CAL/APB3)*

4b. Evidence to support ratings:

Strategies to increase competence:

5a. **Organizational Structure for Resource Utilization**: Student demonstrates the ability to understand and utilize organizational structures in a way that supports mobilizing people and resources to address staff, agency and community needs. *(CAL/APB3)*
5b. Evidence to support rating:

Strategies to increase competence:

6a. **Change Processes**: Student demonstrates the ability to use evidence-based practice approaches to assess opportunities for change in single organizations or multi-organizational service delivery systems. *(CAL/APB5, CAL/APB6, CAL/APB10b)*

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6b. Evidence to support rating:

Strategies to increase competence:

7a. **Impact Analysis**: Student demonstrates the ability to analyze the impact of policies, funding, norms, and power on human service systems, communities, practitioners, and consumers. *(CAL/APB5, CAL/APB10d)*

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7b. Evidence to support rating:

Strategies to increase competence:

8a. **Management/Program Evaluation or Policy/Operations Analysis**: Student demonstrates knowledge and understanding of the process for conducting management audits, program evaluations or policy/operations analyses of human service agencies and programs with an emphasis on strengths, assets, and empowerment. *(CAL/APB7, CAL/APB8, CAL/APB10c)*

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8b. Evidence to support rating:

Strategies to increase competence:
9a. **Budgeting and Funding Resources**: Student demonstrates the ability to understand and utilize budgeting and funding resources to achieve service effectiveness. (CAL/APB10c)

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9b. Evidence to support rating:

Strategies to increase competence:

10a. **Advanced Technology**: Student demonstrates the ability to use advanced technology in bringing about service improvements and planned change in organizations and/or communities. (CAL/APB9, CAL/APB10b)

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10b. Evidence to support rating:

Strategies to increase competence:

11a. **Strategic Planning Process**: Student demonstrates the knowledge and understanding of the strategic planning process to ensure system integrity with internal and external environments. (CAL/APB9)

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11b. Evidence to support rating:

Strategies to increase competence:

12a. **Policy Analysis**: Student demonstrates the ability to analyze and seek solutions for intended and unintended consequences of domestic and foreign policies by governments on human service organizations, programs, and populations-at-risk in the state, nation, and other countries. (CAL/APB8, CAL/APB10d)

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Field Instructor Guide 125 Revised January 2012
12b. Evidence to support rating:

Strategies to increase competence:

13a. **Human Resources:** Student demonstrates the ability to identify barriers to employment and job satisfaction due to discrimination. (CAL/APB10a)

13b. Evidence to support rating:

Strategies to increase competence:

**Students:** Please address each of the following questions.

1. Describe some of your biggest points of learning this semester in field. Name at least two of your shining moments in field?

2. Briefly describe at least one of your major projects that you worked on in field this semester and the social work learning involved.

3. How has your professional use of self developed this semester? What changes have you noticed about yourself?

4. What three pieces of information would you consider very important to pass along to another MSSW student who was considering coming to this placement?
5. How did your use and understanding of supervision impact your overall learning experience? What thoughts do you take with you (as an emerging professional) about supervision from this experience?

Field Instructors: Please address each of the following areas.

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

**STUDENT’S READING & SIGNATURE ARE REQUIRED**

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation.

Student’s Signature _________________________________ Date_______________

Field Instructor’s Signature _______________________________ Date_______________

Faculty Liaison’s Signature _______________________________ Date_______________
Section 8
Resources at the
School of Social Work

Office of Social Work Career Services 129
Office of Professional Development 130
Learning Resource Center 131
School of Social Work Development Office 133
Center for Social Work Research 135
Social Work Policy on Student Research and Experiential Learning 136
Section 8
Resources at the
School of Social Work

Office of Social Work Career Services

The DiNitto Center for Career Services is available to assist students and alumni in pursuit of their professional career goals. The UT SSW is one of the few schools of social work that has its own career services office specifically for social work students and alumni. The emphasis of career services is on career development as a process that spans one’s professional career. The office offers workshops, career development resources and computer technology to assist students, alumni and employers in achieving their mutual career goals. Career services include:

- Career development workshops and employer recruitment sessions
- Annual Non-Profit and Public Sector Career Fair: www.ischool.utexas.edu/nonprofit
- Resume writing assistance and seminars
- Licensure preparation materials and computerized practice test
- Career development handouts and library
- Information on clinical supervision and listings of approved area supervisors
- Comprehensive website with handouts and resources available to help with your professional Social Work job search: www.utexas.edu/ssw/dccs/

Services to Employers:
The DiNitto Center offers employers the ability to post job and volunteer opportunities directly to students and alumni. To have a position included in our online employment bulletin www.utexas.edu/ssw/dccs/bulletin.html simply email it to dccs@austin.utexas.edu or fax to (512) 471-9600. Additionally the DiNitto Center offers a unique meeting space for agencies that need to hold information sessions or who are looking to fill multiple openings. We are available to coordinate and publicize a group or individual interviews for your organization. In the spring semester we host the nonprofit and public agency career fair in conjunction with other career services departments across the campus. This fair offers agencies an opportunity to discuss volunteer, internship and employment opportunities with students, alumni, and the local Austin community. For more information or to register for this year's career fair please go to: www.ischool.utexas.edu/nonprofit.

Location and Office Hours:
The DiNitto Center for Career Services is located at 1925 San Jacinto in the Academic Programs and Student Services Department of the School of Social Work. Office hours are from 8:30 a.m. to 5:00 p.m. weekdays and after hour appointments are scheduled as needed. For more information, please contact us at (512) 232-7362.
Office of Professional Development

The UTSSW Office of Professional Development provides continuing education offerings, publications, and other services of the highest quality, affordability and diversity, to promote life-long learning for social workers and other human service professionals. Programming is designed to strengthen knowledge at all levels of professional licensure and experience, and is grounded in the values and ethics of the social work profession. Professional development offerings are approved for CEU’s for all levels of licensed social work practice (LMSW, LCSW and LMSW-AP), as well as LPC (Licensed Professional Counselors), and LMFT (Licensed Marriage and Family Therapists), LCDC’s (Licensed Chemical Dependency Counselors).

Continuing Education Programming includes:

• Fall, Spring and Summer Continuing Education Workshop Series
  These seasonal workshop series include half-day and full-day training in a wide range of topic areas including clinical practice, administration and ethics training.

• Certificate Series: The Art of Clinical Supervision
  This 40 hour series is accepted by the Texas State Board of Social Work Examiners and the Texas State LPC Board to meet training requirements to supervise candidates for social work Advanced Clinical Practitioner status and for Licensed Professional Counselor status.

• Annual Texas School Social Work Conference
  This annual conference has been held in Austin and sponsored by the School of Social Work since 1991. The conference brings together over 400 school-based service providers from across the state of Texas, and offers information about a wide array of innovative and effective programs, services and techniques to enhance work with children, youth and families.

• Clinical Symposia and Masters Series
  Presenters in these series have included Albert Ellis and Janice Wolfe (Fall 2001), Insoo Kim Berg, (Spring 2002), Scott W. Hengeller (Spring 2002) and Harry Aponte (Fall 2003) and Yvonne Dolan (Fall 2006). Visit our website for upcoming events.

• Issues in Addictions Series
  Workshops are held throughout the year sponsored by The Gulf Coast Addiction Technology Transfer Center & The Chemical Dependence Training, Research & Treatment Collaboration between Austin Recovery and The University of Texas at Austin

Additional Services include approval of Continuing Education Credits
The Office of Professional Development grants Continuing Education Hours for workshops, courses, and educational programs that meet the criteria established by Texas Social Work Licensing. Applications may be made by individuals, professional organizations, social agencies, teaching hospitals, mental health centers, and other organizations.

For more information about the Office of Professional Development contact the Director, Liz Nowicki at 512-471-2886, or visit our web site at http://www.utexas.edu/ssw/ceu/
The Learning Resource Center (LRC) is open Monday through Friday from 8:30 a.m. to 5:00 p.m. Evening and weekend hours are posted at the beginning of each semester and depend upon the availability of work study students.

### LRC Collection of Social Work Journals And Newsletters

- **Abnormal Psychology**
- *Addiction* (Formerly British Jnl. of Addiction.)
- Addiction & Mental Health (Formerly The Journal) (Now Cross Currents)
- *Addictive Behaviors, an International Journal*
- *Addictive Diseases, Journal of Addictive Diseases & Their Treatment Administration in Social Work*
- *Adolescence* (Now Professional Counselor)
- Adolescent Chemical Dependency (Now Child&Adolescent Substance Abuse)
- Advances in Social Work
- Affilia (Jrnl. Women and Social Work)
- African American Studies
- *Aging and Social Policy, The Journal of*
- *Alcohol and Drug Education*
- *Alcohol, Drugs, and Driving* (Discontinued)
- *Alcohol, Research and Health*
- *Alcoholism, Clinical & Experimental Research*
- *Alcoholism Treatment Quarterly Alternative Therapies*
- American Journal of Addictions
- American Journal of Art Therapy
- *American Journal of Drug and Alcohol Abuse*
- American Journal of Orthopsychiatry
- American Journal of Psychiatry
- American Psychologist
- Arete
- Baccalaureate Social Work
- *Behavioral Health Management Black Issues in Higher Education*
- Black Psychology, Journal of British Journal of Addiction (Now ADDICTION)
- *Chemical Dependency Treatment, Journal of (Now DUAL DIAGNOSIS)*
- Child Abuse and Neglect
- Child and Adolescent Social Work
- Child Welfare
- Children’s Voice
- Clinical and Experimental Hypnosis
- Clinical Social Work Journal
- Cognitive & Behavioral Practice
- Cognitive Psychotherapy: An International Quarterly
- Cognitive Therapy & Research
- Community Practice, Jrln of Computers In Human Services (Now Technology in Human Services)
- *Contemporary Drug Problems*
- *Counselor, The* (Formerly The Professional Counselor)
- Crisis Intervention & Time Limited Treatment (Now Loss & Trauma)
- Cross Cultural Research, The Journal of Cross Currents
- Cultural Diversity & Ethnic Minority Psychology
- *Data: Digest of Addiction Theory & Application*
- *Drug & Alcohol Dependence* (Discontinued with Vol. 15)
- *Drug & Alcohol Review*
- *Drug Education, Journal of*
- *Drug Issues, Journal of*
- *Drugs and Society* (Changed name to Ethnicity in Substance Abuse)
- Dual Diagnosis (Formerly Chemical Dependence Treatment)
- EAP Digest
- Ethnic and Cultural Diversity in Social Work (Formerly Journal of Multicultural Social Work)
- Ethnicity in Substance Abuse (Formerly Drugs & Society)
- Evaluation and the Health Professions
- Evaluation Review Journal
- Evidence Based Social Work
- Families in Society (Formerly Social Casework)
- Family Social Work Journal
Family Therapy Networker (Changed to Psychotherapy Networker)
Family Violence Bulletin
Gay and Lesbian Social Services, Journal of Generations
Gestalt Journal, The Harvard Medical School Health Letter
Harvard Medical School Mental Health Letter
Health and Social Work Journal
Hispanic Journal of Behavioral Sciences
HIV/AIDS & Social Services
Hospital & Community Psychiatry (Now Jnl. of Psychiatric Services)
Human Services in the Social Environment
International Social Work
Interpersonal Violence, Journal of
*Journal, The (Now Addiction & Mental Health)
Marital and Family Therapy, Journal of
Mayo Clinic Health Letter
Mayo Mental Health Letter
Monitor on Psychology
National Forum (Newsletter)
New Social Worker, The
Offender Rehabilitation, Journal of
Pain & Palliative Care Pharmacotherapy
Professional Counselor
Professional Development: The Journal of Continuing Social Work Education
Psychiatric Services (formerly Hospital and Community Psychiatry)
*Psychoactive Drugs, Journal of Psychoanalytic Social Work
*Psychology of Addictive Behaviors Psychology Today
Psychopharmacology Update
Psychotherapy Networker (Formerly Family Therapy Networker)
Qualitative Health Research
Rational Emotive & Cognitive Behavior Therapy
Reality therapy
Religion & Spirituality in Social Work Research on Social Work Practice
Schizophrenia Bulletin (discontinued)
Smith College Studies in Social Work
Social Casework (Now Families in Society)
Social Service Research, Journal of
Social Service Review
Social Work
Social Work Abstracts
Social Work and Christianity
Social Work Education (CSWE), (Formerly Jrl of Education for Social Work)
Social Work Education Reporter (CSWE)
Social Work in Education (NASW)(Now Children In Schools)
Social Work in Health Care
Social Work Practice in the Addictions
Social Work Research (Formerly Social Work Research & Abstracts)
Social Work Research & Evaluation
Social Work Today
Social Work With Groups
Stress Trauma & Crisis (Formerly Crisis Intervention)
*Student Assistance Journal
*Studies on Alcohol, Journal of Substance Abuse, Journal of
Technology in Human Services (Formerly Computers in Social Work)
Transactional Analysis
Women & Aging, The Journal of
School of Social Work Development Office

The School of Social Work Development Office ensures that social work student programs and faculty initiatives are supported by soliciting funds from alumni, individual donors, corporations, foundations and community agencies. These funds are used to create scholarships, fellowships and professorships, and to support various research projects and programs.

As any social worker will testify, the field internship is a vital part of social work education. The Jane Addams Field Education Development Fund, established in 2007, supports the advancement of the field education program at the School of Social Work. This endowment allows the school’s Office of Field Education to draw funds each year to support field activities and to provide awards, trainings, educational materials and grants to the school’s agency-based field instructors, students and clinical faculty members. For more information, please contact Dr. Mollie Marchione, Assistant Dean for Development, (512) 471-0253 or mmarchione@mail.utexas.edu.

One of the main goals of the Development Office is to increase awareness of the value of a social work education and the importance of the role of social workers and the School of Social Work in Central Texas. The Development Office also informs potential donors about the needs of the school, both in terms of academic progress and long-range financial stability.

In 2008, The University of Texas at Austin launched the public phase of its most ambitious development effort to-date—an eight-year, $3 billion Capital Campaign called “Campaign for Texas.” The School of Social Work has set an ambitious goal of $23.6 million in this campaign. One of the school’s top priorities is to offer competitive student scholarship packages to attract and retain the best and brightest undergraduate and graduate students. The top-ranked social work program in the U.S., the George Warren Brown School at Washington University in St. Louis, awards more than $3 million annually to students in its master’s degree program. Ninety percent of its graduate students receive financial assistance. By comparison, the UT’s School of Social Work awards approximately $72,000 annually in scholarships to 20 percent of its graduate students, including doctoral students.

The School of Social Work is poised to be No. 1 in the country, but philanthropic support is critical to achieve that goal. The school requires recurring resources to compete with other leading programs in the country. With funds made possible through the Capital Campaign, the school will build capacity in five key areas that will have a transformative impact and propel it to the next level of excellence: scholarships and fellowships, faculty endowments, facilities, world class research programs and international social work.

The “Campaign for Texas” gives the School of Social Work the opportunity to raise funds for these initiatives and for student and faculty support. Currently funded scholarships, fellowships and faculty endowments include the following:
Student Endowments

Social Work Endowed Excellence Funds
David M. Austin Endowed Excellence Fund
Sue Fairbanks Endowment for Excellence in the Application of Psychoanalytic Knowledge in Social Work
Emily and Don Jackson Endowment for Excellence in Juvenile Justice
Norma and Clay Leben Endowment for Excellence in Play Therapy Methods
Stephen Joseph Tripodi Endowed Excellence Fund
Patricia Puig and Joseph Mueller Dean’s Excellence Fund
Dean Barbara W. White Excellence Fund in Social Work Education and Leadership

Endowed Program Support Funds
Jane Addams Field Education Development Fund
Josleen Lockhart Memorial Fund
Lora Lee Pederson Fund

Social Work Endowed Scholarships & Fellowships
Graduate Fellowship in Honor of Adoptive Parents
Vincent J. DiNitto Endowed Scholarship
George K. Herbert Endowed Scholarship
Adèle Lorusso Memorial Scholarship Fund
Ami Lunsford Memorial Scholarship in Victim Services
Victor and Myra Ravel Social Work Scholarship in Children’s Rights
Sylvia Shapiro Scholarship
King S. Stephens Memorial Scholarship in Social Work
Patsy Stice Memorial Graduate Fellowship in Social Work
August “Gus” N. Swain Endowed Scholarship
Melanie Walter-Mahoney Endowed Scholarship in Social Work Established by the Charles and Betti Saunders Foundation
Dianne and Leslie White Endowed Scholarship
Anne Wilkens Memorial Revolving Scholarship
Louis A. Zurcher Memorial Scholarship

Social Work Endowed Presidential Scholarships & Fellowships
Michael R. Daley Endowed Presidential Scholarship for Doctoral Students
Louis E. DeMoll Endowed Presidential Scholarship
Helen Farabee Memorial Endowed Presidential Scholarship
Charles W. Laughton Endowed Presidential Scholarship
Robert Carl Nesbitt Memorial Endowed Presidential Scholarship
Social Work Foundation Advisory Council Endowed Presidential Scholarship
Patricia O. Stephens Endowed Presidential Fellowship in Social Work
Martha S. Williams Endowed Presidential Scholarship

Faculty Endowments
Social Work Endowed Faculty Professorships
Centennial Professorship in Leadership for Community, Professional, and Corporate Excellence
Cullen Trust Centennial Professorship in Alcohol Studies and Education
Josleen and Frances Lockhart Memorial Professorship for Direct Practice in Social Work
Meadows Foundation Centennial Professorship in Social Work
Ruby Lee Piester Centennial Professorship in Services to Children and Families
Bert Kruger Smith Centennial Professorship in Social Work
Stiernberg/Spencer Family Professorship in Mental Health
Clara Pope Willoughby Centennial Professorship in Child Welfare
Clara Pope Willoughby Centennial Professorship in Criminal Justice
Social Work Endowed Faculty Chairs
Robert Lee Sutherland Chair in Mental Health and Social Policy
Louis and Ann Wolens Centennial Chair in Gerontology
Endowed Lectureship
Harry Moore Centennial Endowed Lectureship
Center for Social Work Research

Research projects at the UT School of Social Work are administered through The Center for Social Work Research (CSWR). The Center was founded in 1974 to provide an environment that facilitates interdisciplinary, scientifically rigorous research endeavors. CSWR has since expanded to a nationally recognized research center whose faculty members and researchers are known for their expertise in the areas of substance abuse, child welfare, poverty and welfare reform, domestic violence, mental and behavioral health, and related topics.

In the 2009-2010 academic year, CSWR administered over 90 research and training projects funded by extramural sources, with long-term research commitments of more than $22 million. Funding agencies include a variety of federal, state and foundation sources. CSWR staff members provide an array of services to assist faculty in the School of Social Work with securing and managing funding for research. Services range from consultation on research design and methods, statistics, data management, and protection of human participants, to assistance with proposal preparation, budget development, and post-award management.

CSWR Director Dr. Mary M. Velasquez, Associate Dean for Research, is an internationally known NIH-funded behavioral health researcher and trainer. Velasquez leads the Health Behavior Research and Training Institute at CSWR, which specializes in the development, testing and implementation of interventions addressing behavior change using the Transtheoretical Model and motivational interviewing. Dr. Carol M. Lewis, Associate Director, has been with CSWR since 1994. Her research involves the evaluation of support services for pregnant and parenting adolescents and their families.

Other institutes at CSWR include the Addiction Research Institute, Child and Family Research Institute; Institute on Domestic Violence and Sexual Assault; Institute for Grief, Loss, and Family Survival; Life Care Institute; Inter-American Institute on Youth Justice; Institute of Organizational Excellence: and the Institute on Restorative Justice and Restorative Dialogue. CSWR is also home to the Child Welfare Education Collaboration Program.

For more information about CSWR and its institutes, visit the website at www.utexas.edu/ssw/cswr.
Social Work Policy on Student Research and Experiential Learning

In the spring of 1993 the Dean appointed an ad hoc committee to propose a policy on student research and experiential learning. The following is a recent update (Spring 2004) to the original policy adopted by the faculty.

The education of social work students requires involvement in a variety of activities. Many of these activities, both classroom and field, necessarily touch the lives of other persons in significant ways. Thus, the protection of all participants in these activities must be given appropriate consideration. Specific activities and appropriate documentation for some of those activities include the following:

1. Field assignments directed by staff in field agencies
2. Volunteer activities to meet course assignments
3. Experiential learning activities to meet a course assignment and/or information gathering activities in which students collect information as part of a course assignment
4. Experiential learning activities in research classes that are educational rather than knowledge generating, such as
   a. single subject assessment on a client in the field setting
   b. single subject assessment on self-change as a course assignment
   c. program evaluation studies done at the request of a field placement agency for which no presentation/publication is planned for dissemination outside the agency or its key stakeholders
   d. surveys or interviews with agency staff about agency services or programs for use in student reports as part of a course assignment from which the data will neither be generalized nor disseminated outside the classroom exercise, agency, or key stakeholders.

Note that class projects that involve human participants need to be filed with the Office of Research Support. See http://www.utexas.edu/research/rsc/humansubjects/forms/student_class_project_form.pdf for the required forms and procedure.

Projects that students and or faculty members define as research or program evaluation for which the purpose is the generation of new information or knowledge and/or involves dissemination of findings beyond the classroom, agency, or its key stakeholders must be approved by the University of Texas at Austin Office of Research Support via the Center for Social Work Research.

The first four activity areas are considered to be governed by the Social Work Code of Ethics. The fifth area is subject to Institutional Review Board (IRB) procedures on human participant protection required by federal legislation and the University. An ethics review committee should be utilized to respond to faculty-initiated requests for peer review of ethical aspects of course activities that come under the first four activity areas.

Since the process for review of the use of human participants in research is ever-evolving, it is recommended that if there is any question about whether IRB review is needed, or there is a question about the type of review needed for a particular project, the student/instructor should consult with staff members at the Center for Social Work Research by calling 471-0561.
Section 9
Appendix

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National Association of Social Workers Code of Ethics

Approved by the 1996 NASW Delegate Assembly
Revised by the 2008 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.
Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work’s mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code’s* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this *Code*.
In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.
Ethical Principles

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value: Service**

**Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems.
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**

**Ethical Principle:** Social workers challenge social injustice.
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person**

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

**Ethical Principle:** Social workers recognize the central importance of human relationships.
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

**Value: Integrity**

**Ethical Principle:** Social workers behave in a trustworthy manner.
Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value: Competence**

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.
Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients
Social workers’ primary responsibility is to promote the wellbeing of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self Determination
Social workers respect and promote the right of clients to self determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent
(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third party payer, relevant costs, reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting
roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services
Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.
1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee for service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.
2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment
Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

### 3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### 3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### 3.10 Labor Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.
4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.07 Solicitations
(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent,
and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.
6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

The complete Code of Ethics can be found on the National Association of Social Workers website at: http://www.socialworkers.org/pubs/code/default.asp
**Texas State Board of Social Work Examiners Code of Conduct**

(a) A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

(1) A social worker shall not refuse to do or refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.

(2) A social worker shall truthfully report or present her or his services, professional credentials and qualifications to clients or potential clients.

(3) A social worker shall only offer those services that are within his or her professional competency.

(4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.

(5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.

(6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.

(7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.

(8) A social worker shall be responsible for setting and maintaining professional boundaries.

(9) A social worker shall not have sexual contact with a client or a person who has been a client.

(10) A social worker shall refrain from providing service while impaired due to the social worker's physical or mental health or the use of medication, drugs or alcohol.

(11) A social worker shall not exploit his or her position of trust with a client or former client.

(12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.

(13) A social worker shall refer a client for those services that the social worker is unable to meet and terminate service to a client when continued service is no longer in the client's best interest.

If you have a question about the professional performance of a social worker licensed by the Texas State Board of Social Worker Examiners call toll-free at 1-800-232-3162. In Austin, call (512) 719-3521.

**This Code of Conduct can be found on The Texas State Board of Social Worker Examiners at:**
http://www.dshs.state.tx.us/socialwork/sw_conduct.pdf
NASW Standards for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values—Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness—Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge—Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills—Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Standard 5. Service Delivery—Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy—Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce—Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education—Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity—Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership—Social workers shall be able to communicate information about diverse client groups to other professionals.

The complete standards with specific skill competencies can be found on the NASW website at http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf
Student Standards for Social Work Education
School of Social Work, The University of Texas at Austin
An Excerpt from the MSSW Handbook

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The complete MSSW Handbook can be found in the Academic Forms, Handbooks, Standards and Policies section of the School of Social Work’s website at:
http://www.utexas.edu/ssw/aa/forms/
Standards for Social Work Education  
*An Excerpt from the MSSW Handbook*

1.0  
**Introduction**

This document sets out Standards for Social Work Education that apply to students enrolled at the School of Social Work at the University of Texas at Austin, beginning Summer 1997.

Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students’ abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience at the School of Social Work.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program coordinators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student’s educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional’s own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics. Students will then be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The form will be kept in students’ files.

2.0  
**Criteria for Evaluating Academic Performance in BSW, MSSW & PhD Programs at The School Of Social Work**

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1  
**Basic Abilities Necessary to Acquire Professional Skills**

2.1.1  
**Communication Skills**

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a)  
*Written:* Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b)  
*Oral:* Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to
complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills
Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills
Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills
Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification.)

2.2 Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management
Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities
Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
- compromise scholastic and other performance,
- interfere with professional judgment and behavior, or
- jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers and the Texas State Board of Social Worker Examiners for Social Work Licensure).

2.3 Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment
Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Texas. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).

2.3.2 Professional Behavior
Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities,
attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.
Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

2.3.3 Self Awareness
Exhibits knowledge of how one’s values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one’s own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one’s own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations
Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Texas. Ethical behaviors include:

- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual’s way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients’ rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.
2.4

Scholastic Performance

2.4.1 Undergraduate Students

Students are considered to be in academic difficulty if their GPA drops below 2.25. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.5 in major. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a D or F in any required social work courses. An overall GPA of 2.0 is required for graduation.

Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grades of incomplete (X) in any prerequisites if they are to continue course work.

2.4.2 Graduate Students

MSSW students are considered to be in academic difficulty if their GPA drops below 3.0. Students will be advised to withdraw from the program if their grade point average falls below 2.5. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a grade of C or X (incomplete) in any semester of field. A review may be called if a student earns a grade of C or below or X in any required social work course. An overall GPA of 3.0 is required for graduation.

PhD students must maintain a GPA of 3.0 or better and successfully complete qualifying exams as a condition for continuance. They will have one opportunity to retake a failed exam during the next academic year. If they fail a qualifying exam twice, they lose their eligibility to remain in the program.

2.5

Sources of Information for Academic Performance Criteria

Information about students’ meeting academic performance criteria in the School of Social Work may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (UT or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the School and the student

2.6

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Office of Students with Disabilities and provide documentation as needed. The Office of Students with Disabilities makes recommendations for accommodations. The School of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and
accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of Students with Disabilities), and periodic checks between the School of Social Work and the student are appropriate courses of action in making accommodations.

3.0 Policies and Procedures for Review of Academic Performance

Three levels of review can occur at the School of Social Work in reviewing student’s academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, Assistant Deans, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or Assistant Deans will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

3.1 Performance that May Result in a Review and/or Possible Dismissal from the School of Social Work

Student reviews can occur under any of the following circumstances:
- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student (Faculty must adhere to university guidelines. For complete University policy and procedures, see General Information Bulletin, Appendix C, Section 11-802.)
- Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the School of Social Work and becoming known after admission
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Standards for Social Work Education: School of Social Work Criteria for Evaluation of Academic Performance

3.2 The Three Levels of Review

Level 1

A Level 1 review involves a faculty member and a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:
- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- Apprise the appropriate BSW, MSSW, PhD, or Field Assistant Dean of the concerns in order to identify potential patterns and issues related to the student
- Document dates and content of meetings with students.

If a problem arises in field, the agency-based field instructor will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the appropriate assistant dean of the concerns.

In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.

Level 2

A Level 2 review involves the faculty member, student, and Assistant Dean. Faculty and Assistant Dean will meet with the student when the student is not meeting or following program or university standards, policies, and
procedures or when concerns have not been resolved at Level 1. If a problem arises in field, the agency-based field instructor, faculty liaison, and Assistant Dean for Field Education will conduct the review with the student.

In this information gathering process, the Assistant Dean will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

The BSW, MSSW, PhD, or Field Assistant Dean will assess the nature of these concerns with appropriate faculty, consult with the Graduate Adviser (if a graduate student) and with the Dean, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3.

**Level 3**

A Level 3 review involves the Associate Dean for Academic Affairs (Academic Advisor), faculty member, student, Assistant Dean, and faculty who have had direct experience with the student in classroom or field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student. A Level 3 review more often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is being considered for withdrawal or discontinuance in the program.

In most instances, a Level 3 review is sufficient to deal with student performance and is the last decision making step in the review process at the School of Social Work. When a Level 3 review is called, the Associate Dean for Academic Affairs (Graduate Adviser) and the appropriate Assistant Dean will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student.

The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.

After the review meeting has occurred, the Associate Dean for Academic Affairs (Graduate Adviser) will consult with the Dean of the School of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Dean, and an objective assessment of the information provided, the Associate Dean for Academic Affairs (Graduate Adviser) will inform the student of the decisions, which can include one or more of the following actions:

- **Continue the student in the program with no conditions.**
  In these situations, the concern has been addressed and no further action by the student or program is required.

- **Establish formal conditions for the student's continuance in the program.**
  In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

- **Consult with and/or refer to the Dean of Students.**
  In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in
referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

- **Counsel the student to change majors/degree programs and/or discontinue the student in the program.**
  In some situations, it will be recommended that the student no longer continue in the social work program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any Level 3 review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, where appropriate. Students must be notified of the decision in writing within ten calendar days of the review. It is the responsibility of the Assistant Dean or Associate Dean for Academic Affairs (Graduate Adviser) to communicate the decision to the student.

### 4.0 Academic Grievances

Pursuant to the student grievance procedures for undergraduate students provided in the General Information Catalog and for graduate students in the Handbook of Operating Procedures, students enrolled in the Social Work Program have the right to redress grievances related to academic matters, including decisions that are the result of reviews outlined in Section 3.0 of these Standards for Social Work Education. Students are assured freedom from reprisals for bringing a grievance.

#### 4.1 Procedures for Handling Grievances

**4.1.1 Undergraduate Students**

An undergraduate student who has an academic grievance involving a grade dispute shall discuss the matter with the faculty member involved. If the dispute is not resolved, and for all other academic grievances, the student can appeal the matter to the Assistant Dean for Undergraduate Programs. (If the grievance involves field placement, the student can appeal to the Assistant Dean for Field Education and then to the Assistant Dean for Undergraduate Programs.) If the dispute is not resolved, the student will follow the procedures outlined below, which also apply to grieving decisions that are the result of reviews outlined in Section 3.0 of these Standards.

The student will submit the grievance in writing to the Assistant Dean’s Administrative Office at the School of Social Work within ten calendar days of the decision that is the subject of the grievance. Advisors are available in the School of Social Work Office of Academic Programs and Student Services to assist students in the grievance process. The grievance shall specifically state the reasons the student believes that the decision that is the subject of the grievance is incorrect.

The Assistant Dean for Undergraduate Programs of the School of Social Work will convene a panel of three faculty members to consider the grievance. The panel members, appointed to assure optimal representation of faculty, will have no direct knowledge of or experience with the student.

The panel shall review the nature of the problem, alternatives for its remediation, prior documentation and/or decisions about the student’s continuation in the program. After consideration of the student’s grievance, including a meeting with the student if requested by the student or considered necessary by the panel, the panel will deliberate as a group and make a decision concerning the grievance. The chair of the grievance panel shall keep appropriate documentation, share the recommendation with the Assistant Dean for Undergraduate Programs, and notify the student of its decision in writing within ten calendar days of consideration of the grievance.
The decision of the grievance panel may be appealed in writing to the Associate Dean for Academic Affairs of the School of Social Work for a final decision. The appeal must specifically state the reasons the student believes that the decision of the grievance panel is incorrect.

4.1.2 Graduate Students

Pursuant to Chapter I, Part D of the University of Texas Handbook of Operating Procedures, a graduate student may grieve a grade dispute or any other matter related to his or her academic affairs.

The student shall first discuss and attempt to informally resolve the matter with the faculty member most directly involved. If those efforts are unsuccessful, the student can bring the matter to the attention of the Assistant Dean for Masters or Doctoral Programs, who may consult with the graduate adviser. (If the grievance involves field placement, the student can appeal to the Assistant Dean for Field Education and then to the Assistant Dean for Masters or Doctoral Programs.)

If informal efforts to resolve a grievance are not successful, the student may use the process described below, which is also applicable to grievance matters that arise from reviews outlined in Section 3.0 of these Standards.

When informal efforts do not resolve a grievance matter, a student may invoke the formal grievance process by submitting a grievance in writing to the Dean's Administrative Office in the School of Social Work. The written grievance must be submitted within six months after the decision or action that is the subject of the grievance and must specifically state the reasons why the student believes that decision or action is incorrect. Advisors are available in the School of Social Work, Academic Affairs to assist students in the grievance process.

The Dean's Office shall refer the grievance to the Chair of the Graduate Studies Committee (GSC) or the Graduate Advisor for consideration. If the Chair of the GSC (or Graduate Advisor) is unable to resolve the matter, he or she will seek the advice of the Graduate Studies Committee, or an executive sub-committee of the Graduate Studies Committee.

If the grievance remains unresolved, the Chair of the Graduate Studies Committee, or the Graduate Advisor, in consultation with the Dean, will appoint a three member ad hoc grievance panel to review the matter. The panel shall be comprised of faculty members from the Graduate Studies Committee who have no direct knowledge of the grievance matter. The student has the right to exclude one person from the panel and the Chair can appoint a replacement for the excluded member.

The ad hoc panel shall review the grievance and documentation of prior actions or decisions concerning the student's continuation in the program. The panel shall meet with the student if requested by the student; or if the panel considers such a meeting to be necessary. The panel will report its findings to the Graduate Studies Committee, which will decide whether to uphold the grievance, deny the grievance, or make additional recommendations. The written findings of the ad hoc panel and the decision of the Graduate Studies Committee will be distributed to the affected student and faculty member.

If the decision of the Graduate Studies Committee does not resolve the grievance issues to the satisfaction of both the faculty member and the student, the grievance will be forwarded to the Vice Provost and Dean of the Graduate School who may convene an ad hoc committee to review the case.

4.2 Non-Academic Grievances

Student-initiated grievances that are not academic in nature are addressed in other documents. Students should refer to the University Undergraduate Catalog, University Graduate School Catalog, and University General Information Bulletin for more detailed discussion of specific grievance procedures.
Sexual Harassment Policy
An Excerpt from the MSSW Handbook

In support of its Equal Employment Opportunity/Affirmative Action program, it is the policy of The University of Texas at Austin to maintain a work place free of sexual harassment and intimidation.

Sexual harassment has been defined by the Equal Employment Opportunity Commission as follows: Harassment on the basis of sex is a violation of Sec. 703 of Title VII. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Such conduct on the part of supervisors or co-workers is expressly prohibited and the offenders are subject to disciplinary action. The University's Equal Employment Opportunity Office is empowered to investigate complaints based on sexual harassment. If employees believe that they are experiencing this type of conduct, they should immediately report any such incidents to the Equal Employment Opportunity Office located in Main Building 106M, 471-1849.

Sexual Harassment of Students

It is the policy of The University of Texas at Austin to maintain an educational environment free from sexual harassment and intimidation. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action.

"Sexual Harassment" is defined as either unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature, by a faculty member or other employee of The University, when:

(1) submission by a student to such conduct made explicitly or implicitly a condition for academic opportunity or advancement;

(2) submission to or rejection of such conduct by a student is used as the basis for academic decisions affecting that student; or

(3) the intended effect or reasonably foreseeable effect of such conduct is to create an intimidating, hostile, or offensive environment for the student.

The Office of the Dean of Students has been given the primary responsibility for responding to questions about and receiving complaints of sexual harassment of students. Students who believe they have been subjected to sexual harassment may contact Legal Services for Students in SSB 3.410H. However, they also may address their questions or complaints to the department chairperson or other University administrative personnel. In such cases, the chairperson or other administrator should immediately contact the Assistant Dean of Students for consultation.

Investigation of a specific complaint of sexual harassment will be initiated upon submission of a written and signed statement by the student to the Assistant Dean of Students, department chairperson, or dean. Investigation and resolution of such complaints will be through the Office of the Executive Vice President and Provost. Confidentiality will be maintained to the extent permitted under the law, and the rights of the individuals involved will be protected. Disagreement with the resolution of the complaint will be handled according to the usual procedures for grievances.

In addition to complying with the above policy dealing with sexual harassment, students and faculty members should conduct themselves in an appropriate manner and should avoid compromising situations involving any
romantic or sexual relationship between a faculty member and a student who is enrolled in a course taught by the faculty member or who is otherwise under the supervision of the faculty member.

This policy is not intended, in any way, to discourage the interaction of faculty and students where harassment or a conflict of interest is not a factor; however, the policy is intended to clarify that it is inappropriate for a faculty member to form romantic or sexual relationships with students working under the faculty member's direct supervision.

The complete MSSW Handbook can be found in the Academic Forms, Handbooks, Standards and Policies section of the School of Social Work’s website at: http://www.utexas.edu/ssw/aa/forms
THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

MULVANEY, RUBIO

Course Number: SW 640/641  Instructor’s Name: See Above
Unique Number: As Assigned  Office Number: Refer to 444 Syllabus
Semester: Spring 2011  Office Phone: Refer to 444 Syllabus
Meeting Time/Place: Arrange w/ agency  Office Hours: Refer to 444 Syllabus

Social Work Practicum

I. Standardized Course Description

SW 640/641, Social Work Practicum, is a twelve credit hour course, which provides students with experience in applying knowledge and theory from the professional foundation and developing practice skills. The practicum assists in producing a professionally reflective, self-evaluating beginning level practitioner. This is accomplished through a 480-hour practicum in a human service agency under the supervision of an agency-based field instructor and faculty from the School of Social Work.

II. Standardized Course Objectives

The educational objectives for field represent the minimum expectations for the semester. The purpose of these objectives is twofold. The first is to serve as a guide to learning and field instruction throughout the semester. These objectives also provide a guide to the evaluation of the student’s performance.

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the School engages in ongoing curriculum assessment to demonstrate compliance with CSWE’s Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your online BSW Student Guide.

All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

1. Student examines practice dilemmas from the perspective of personal values, client system values, agency and societal values and professional values. (PB 7, 8, 9, 10, 14, 15, 16)
2. Student carries out professional social work role(s) within the agency setting and community. (PB 3, 26)
3. Student utilizes the principles of professional relationships, effective communication, and accountability in his/her interactions with client systems, the agency, other organizations, and communities. (PB 4, 5, 13, 17, 27, 28, 30, 36, 41)
4. Student demonstrates skill in use of supervision and consultation for professional development and practice evaluation. (PB 2, 5, 6, 17)
5. Student utilizes the principles of a systematic approach to problem solving and client involvement in study, assessment, goal formulation, implementation, and evaluation in intervention at the individual, family, group, organization, and community levels. (PB 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41)
6. Student utilizes community resources relevant to client systems. (PB 1, 29)
7. Student demonstrates knowledge of behavioral and practice theories in understanding human behavior, interactions between the individual and the environment, and adaptation of approaches with respect to diverse populations at the individual, family group, organizational, and community levels. (PB 11, 16, 18, 21, 22, 23, 24, 38)
8. Student examines organizational performance in relation to stated mandate, demonstrates understanding of the agency as part of a system and as a system itself and identifies ways in which agencies can be responsive to their constituencies. (PB 12, 27, 28, 29, 36)
9. Student demonstrates understanding of basic concepts of research as it relates to evaluating own practice and assignments within the agency. (PB 22)
10. Student utilizes knowledge of the scope of social welfare policies and services at the local, state, and national levels in work with clients and, with assistance, plans interventions that can be used to improve policies and services to the agency’s constituency. (PB 18, 19, 20, 25, 28, 36)

III. Teaching Methods

Teaching methods will include: Structured supervision; case review and discussion; small group exercises; journaling; educational contracts; orientation to agency policies and procedures; process recordings; role play; role modeling; and training necessary to perform the duties required by the agency. Methods will be individualized to each agency

IV. Required and Recommended Texts and Materials

A. Student Guide to Undergraduate Field

B. Individualized readings, as assigned, focusing on special populations served by the field agency and specialized problem areas.

V. Course Requirements

A. Hours
A minimum of 480 hours at the field placement agency during the semester is required. Students are to report to field at the time arranged by the agency Field Instructor. Students must communicate with the agency, Field Instructor and Faculty Liaison promptly about absences from field (see class policy on attendance below). Undergraduate students should complete all field hours by the last class day. This means that students will clock approximately 32-34 hours a week in field. A maximum of 2 hours per week may be accrued (and credited toward completion of the total hours required) for writing journals and process recordings either at the field agency or outside the field agency.
Documentation of the use of this 2-hour allowance must appear on your time sheet. In addition, a maximum of one hour per week may be credited toward completion of the total hours required by attending the one hour group processing portion of the weekly field seminar. Documentation of this hour must appear on your time sheet.

B. Time Sheets
Students are responsible for keeping a time sheet documenting hours logged in field. A suggested format for tracking field hours can be found in the Student Guide to Undergraduate Field manual. Also, an electronic copy of the form is available at utexas.edu/ssw/current/forms/. Time sheets are to be available for review during the on-site visits by the Faculty Liaison.

C. Supervision with Agency Field Instructor
Two hours a week (for each 35 hours of field) of scheduled educationally focused supervision with the agency-based Field Instructor is required. Direct observation by the Field Instructor of the student’s group experience is strongly recommended.

D. Service Giving Assignments
Students must meet the same field requirements regardless of agency placement or assigned seminar. To meet these requirements, all students are provided with a minimum set of educational experiences under the supervision of their Field Instructor. A brief description of the expected minimum field assignments includes:

1. Students must work directly with the client populations served by their agencies. It is expected that each student will carry a "learner's" load of between 5 and 10 cases throughout the semester. Students are expected to participate in the intake process, to participate in the assessment process and to carry ongoing cases. Identification and assessment of clients’ needs and linkage to appropriate resources should be emphasized. Various forms of case documentation are required including process recordings, social histories, case assessments, ongoing case recordings, etc. Students must have opportunities to work with a diversity of clients including women, ethnic minorities, gay/lesbian and other disadvantaged populations.

2. Students must have an opportunity to co-plan and co-facilitate a group within their agency setting. The identification of this assignment is done in conjunction with the field instructor and faculty liaison in order to ensure that the type of group that is co-facilitated is consistent with the level of intervention skills of a beginning level practitioner.

3. Students must have an opportunity to identify, plan, and carry out an indirect practice project within their agency - for example, a project focused on social and economic justice issues or service delivery. This assignment should involve the types of administrative, policy, and social justice issues, which the agency would ordinarily assign to staff. This assignment should include the use of research knowledge and skills within some aspect of the project.

4. Students must also
   - Participate in staff meetings within their agencies
- Attend board meetings during the semester
- Participate in community events and/or inter-organizational meetings
- Present a case in a case staffing forum used by the agency

NOTE: For further elaboration about minimum service giving assignments, refer to the *Student Guide to Undergraduate Field*.

E. Educational Contract
A written educational contract with your agency-based Field Instructor is required. Field assignments are individualized and elaborated for each student within the student's educational contract. Details of the educational contract are to be negotiated with your Field Instructor during the first week of field and can be renegotiated during the course of the semester. The contract should incorporate relevant readings and specific means of meeting the educational objectives. The educational contract, signed by the student and Field Instructor, is due at the initial liaison visit. An electronic copy of the form is available at utexas.edu/ssw/current/forms/.

F. Process Recordings
A minimum of three process recordings are to be utilized for educational supervision with the Field Instructor, and shared with the Faculty Liaison. For this reason, it is important to complete and turn these in to the Field Instructor on a regular basis throughout the semester beginning with first client contacts in the agency. Additional process recordings may be required by the Field Instructor or Faculty Liaison. The format for process recordings and due dates will be provided by the Faculty Liaison. The format is also available on-line at utexas.edu/ssw/current/forms/.

G. Journals
Students should make daily entries consisting of a description of activities in the field placement for that day and an analysis of those activities. Journal entries should reflect the following: an awareness of your feelings, attitudes, and values; your observations and thoughts about the organizational operation of the agency; linkage of theory/knowledge in field practice; utilization of a systematic approach to problem solving; any value dilemmas observed and/or experienced; growth over time in awareness of use of self as a professional social worker; and appropriate use of supervision. It is important to be explicit in making observations relevant to diversity and social justice. In general, the field journal should demonstrate your growth and progress as a practitioner, as well as the attainment of the course objectives. The field journal is a learning tool to be shared with the Faculty Liaison and is not meant to be shared with the agency-based Field Instructor.

H. Agency Documentation:
Documentation required by the agency, such as client progress notes, assessments, social histories, etc., is to be considered part of your field requirements. Agency documentation needs to be available to your Faculty Liaison at the time of your scheduled liaison visits. If agency documentation is minimal, your Faculty Liaison may require additional written assignments such as social histories and comprehensive assessments. These assignments are an important part of field as they demonstrate your achievement of the educational objectives for this course.
I. Self Evaluation:
Self-evaluation is an ongoing process and will facilitate your professional growth during the practicum. You will be asked to write a self-evaluation at two points during the semester, mid semester and at the end of the semester. At mid-semester, you must complete the form entitled Evaluation For SW 640/641: BSW Social Work Practicum, found in the Student Guide to Undergraduate Field. This self-evaluation will be part of the mid-semester evaluation process. At the end of the semester, a formal, typed self-evaluation is required. The same Evaluation For SW 640/641: BSW Social Work Practicum will be used. A copy of your evaluation should be given to your Field Instructor and to your Faculty Liaison prior to your final scheduled liaison visit. Electronic versions of the forms are available at http://www.utexas.edu/ssw/apss/forms/.

NOTE: Because SW 444 and SW 640/641 are companion courses, some information relevant to your field work will be found in the syllabus for SW 444.

VI. Class Policies

Attendance: Attendance in field must be punctual and regular. If, due to an emergency, you are unable to report to field, the appropriate agency personnel must be informed as early as possible and you must plan to cover your scheduled responsibilities for that day. Also, the Field Instructor must know the reason for your absence. The Faculty Liaison must also be fully informed by the student about any irregularities in attendance to field practice. There is no “sick time” built into the required minimum of 480 hours of field work; all time missed due to illness must be made up. It is your responsibility to be a punctual, assertive, well-prepared and accountable participant in your field experience.

Faculty Liaison Visits: The Faculty Liaison will visit the agency three times a semester to confer with you and your Field Instructor about workload and performance. If the format needs to be varied due to learning needs, that decision will be made with the student’s and the Field Instructor’s participation. The School has a commitment to provide additional field visits when a student or agency is having difficulties.

Grading: The grade for this course will be assigned by the Faculty Liaison, and will be a Pass/No Pass grade. In determining your final grade, the Faculty Liaison will take the following into account: evaluations and observations of your performance in the field (including those of your Field Instructor); attainment of your educational contract objectives; the quality of participation in your field seminar; your self-evaluation as reflected in your assignments; your attainment of the course learning objectives; and BSW grading policy. Extended absences from field may require that you be withdrawn from field with an incomplete or a failing grade. All work in field must be completed in a timely manner but no later than the last class day. An incomplete in field, or a failing grade, will be given if work is not completed by this date. Students must adhere to all field policies and are responsible for the content in the Student Guide to Undergraduate Field.

Use of Blackboard in Class: In this class the professor uses Blackboard—a Web-based course management system with password-protected access at http://courses.utexas.edu—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online surveys. Students can find support in using
Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

VII. University Policies

Adhering to Field Policies: Students are responsible for the content in the Student Guide to Undergraduate Field.

The University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Safety: As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the Field Instructor and the Faculty Liaison regarding any safety concerns as soon as they arise.

Professional Conduct in Class: The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Absence for Religious Holidays: By UT Austin policy, you must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give you an opportunity to complete the missed work within a reasonable time after the absence.

Documented Disability Statement: Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://deanofstudents.utexas.edu/.

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be
strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://deanofstudents.utexas.edu/)

Use of E-Mail for Official Correspondence: Email is recognized as an official mode of University correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the University informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Dept., the UT Austin Police Dept., or the Fire Prevention Services office.

Behavior Concerns Advice Line (BCAL): If students are worried about a UT student, staff or faculty member who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Feedback Statement: During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor’s teaching strategies are helping or hindering student learning. It is very important for the professor to know the students’ reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

VIII. Course Schedule

Students will schedule their hours with their field instructors to meet the needs of the agency and to fulfill each student’s requirement of working 34-36 hours per week in field.

IX. Bibliography

1. Student Guide to Undergraduate Field. (Also see individual instructors’ SW 444 syllabi.) The agency Field Instructor may assign additional readings.
FIELD INSTRUCTION I

I. Standardized Course Description

The generalist field experience provides supervised practice assignments designed to develop a social work perspective and skills in working with client systems - i.e., individuals, families, groups, organizations, and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. This course includes an educationally supervised practicum in a human services organization serving a variety of client populations and a weekly seminar. A total of 240 clock hours (16 to 20 hours a week) in the agency/organization is required. The one-hour weekly seminar focuses on integration of theory related to human behavior, organizational and community dynamics and policy in the context of field experiences. Practice I 383R is a co-requisite for this course.

II. Standardized Course Objectives

The purpose of the following course objectives is twofold. The first is to serve as a guide to learning and field instruction throughout the semester. The second is to provide a guide to the evaluation of the students’ performance in field.

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the School engages in ongoing curriculum assessment to demonstrate compliance with CSWE’s Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your online MSSW Student Guide.

All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

By the end of the course, the student will demonstrate the ability to:

1. Understand professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. (PB 14, 18, 28, 37)
2. Examine personal values and attitudes (including biases and stereotypes) in relation to professional self-awareness. (PB 2, 7, 15)

3. Identify value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. (PB 8, 9, 10)

4. Identify and understand appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (PB 3)

5. Understand and adhere to agency protocol. (PB 4, 36)

6. Use communication skills including but not limited to empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (PB 4, 13, 30, 40)

7. Apply knowledge of human behavior and development to client situations. (PB 12, 16, 24, 40)

8. Understand the expectations of educational supervision and fully participate in the process. (PB 5, 6)

9. Begin to identify and assess the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (PB 1, 9, 10, 14, 29, 32, 38)

10. Use the ecological model, the problem solving framework, the strengths perspective and empirically based knowledge. (PB 11, 20)

11. Apply beginning assessment skills with client systems and situations, including motivation, capacity, and opportunity, and begin the formulation of goals. (PB 16, 23, 34)

12. Construct intervention plans that recognize the importance of using methods and strategies based on client needs and the strengths perspective. (PB 13, 17, 20, 33, 37, 38, 41)

13. Identify community resources related to client needs and understand the process for effective referral. (PB 1, 7, 39)

14. Effectively identify, reflect on, and evaluate various social work roles within the context of the agency and community. (PB 11, 27)

15. Examine agency's function, service delivery, policies, and formal/informal decision-making. (PB 21, 25)

16. Examine the relationship between individual client situations and macro issues in the context of the community. (PB 14, 18, 27)
III. Teaching Methods

Methods will be individualized to each agency setting.

IV. Required and Recommended Texts and Materials

A. Student Guide to Graduate Field


C. Individualized readings, as assigned, focused on special populations served in field setting and specialized problem areas.

V. Course Requirements

A. Service Giving Assignments

Students must meet the same field requirements regardless of agency placement or assigned seminar. To meet these requirements, all students are provided a minimum set of educational experiences under the supervision of their Field Instructor. The expected minimum field assignments include:

1. Students must work directly with the client populations served by their agencies. It is expected that each student will carry an average "learner's" load of between 3 and 6 cases. Students are expected to participate in the data collection and assessment process and to carry cases that include as many of the phases of the helping process as possible. Identification and assessment of clients' needs and linkage to appropriate resources should be emphasized. Agency and academic documentation is required including: process recordings, case assessments, field journals, ongoing case/group recordings, and administrative reports. Students must also have opportunities to work with diverse clients including women, ethnic minorities, and other vulnerable populations.

2. Students must have an opportunity to co-plan and co-facilitate a group within their agency setting. Students may plan for their groups during the first semester and actually implement it during the second semester. The identification of this assignment is done in conjunction with the Field Instructor and Faculty Liaison in order to ensure that the type of group, which is co-facilitated, is consistent with the level of intervention skills of a beginning level practitioner.

3. During the course of the two semesters at the agency, students must have opportunities to plan and carry out a macro project. Typically the macro project is in response to an agency need and fosters skills and experience for the emerging professional development of beginning social workers. In general, students may plan this project during the first semester and implement it during second semester field. The Faculty Liaison requires documentation of this assignment.

B. Hours

A minimum of 240 hours of field work is required, including the time spent in the weekly field seminars. Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the student's requirement to work 16-20 hours per week in field. Time spent commuting to and from the agency may not be counted toward the field hour requirement. Time
invested in field-related workshops must be pre-approved by the Field Instructor and reported to the Faculty Liaison. Professional development is the priority for time invested in field. Therefore, no field time can be used to work on class assignments or personal communications.

C. Attendance
Attendance in field must demonstrate professionalism and punctuality. If, due to an emergency, a student is unable to report to field, the appropriate agency personnel must be informed as early as possible. The Field Instructor must be informed of the reason for the absence, and the student is responsible for any missed field obligations. Hours absent from field regardless of reason are not counted toward the required 240 hours per semester.

D. Educational Contract
An educational contract is an individual plan of learning. The educational contract is to be developed with the assistance of the Field Instructor in consultation with the Faculty Liaison. A draft of this document should be completed by the Faculty Liaison’s first field visit. Since it is a working document, this contract may be revised at any time when such a revision is considered appropriate and is approved by the Field Instructor.

E. Process Recordings
Process recordings are utilized for educational supervision with the Field Instructor and the Faculty Liaison. A minimum of six process recordings will be due over the course of the two semesters of Field I and Field II. The format and written guidelines for process recordings and due dates will be provided by the Faculty Liaison. The final field grade may be lowered if process recordings are not turned in as specified by the Faculty Liaison.

F. Journals
Weekly field journals provide the student an opportunity to process and integrate field experiences. These journals are submitted to the Faculty Liaison per instructions provided. Journal entries should reflect the following: awareness of student's feelings, attitudes, and values; student's observations and thoughts about the organizational operation of the agency; linkage of theory/knowledge in field practice; utilization of a systematic approach to problem solving; any value dilemmas observed and/or experienced; growth in awareness of use of self as a professional social worker; and use of supervision. It is important to be explicit in making observations relevant to diversity and social justice. In general, the field journal should demonstrate the student's growth and progress as a practitioner as well as the attainment of the objectives for SW 384R. Failure to turn in field journals on a weekly basis may result in the lowering of the field grade. The field journal is a learning tool to be shared with the Faculty Liaison. Journals are not meant to be shared with the agency-based Field Instructor.

G. Individual Supervision With Field Instructor
Educational supervision is a collaborative relationship between Field Instructor and intern that facilitates the development of professional competence. It is an interactional process in which the primary purpose is to ensure the quality of client care while the supervisee is learning. It is provided on a weekly basis to facilitate practice and the attainment of the field objectives. Because performance as an adult, self-directed learner is the work pattern demanded in graduate field
instruction, it is the student's responsibility to be a punctual, assertive, well-prepared and accountable participant.

**H. Integrative Field Seminar**

Students are expected to reflect on their field experiences to integrate their socialization to the profession. Attendance and participation in a weekly integrative field seminar is required. Since the overall goal of this seminar is to apply knowledge, values and skills to practice, the success of the seminar depends on each student’s participation in class discussion. The student is expected to express, with professionalism, field related concerns, opinions, and accomplishments while at the same time being open to diverse experiences of classmates. This includes listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

Information shared in class about agencies and clients is considered confidential as per the *NASW Code of Ethics* on educational supervision. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class, with individuals outside of the seminar context are considered a breach of confidentiality.

**I. Timesheets**

Students are responsible for keeping a time sheet on the hours logged in field. These must be signed by the Field Instructor and turned in to the Faculty Liaison at the end of the semester. These are to be available for review during the on-site visits by the Faculty Liaison.

**VI. Class Policies**

**A. Faculty Liaisoning**

The Faculty Liaison will visit the agency two or more times a semester to confer with the student and Field Instructor about workload and performance. The format and schedule of visits may vary depending on needs of agencies and students.

**B. Grading and Evaluation**

The grade for SW 384R will be assigned by the Faculty Liaison. In determining the final field grade, the Faculty Liaison will take the following into account:

- successful completion of the required field hours;
- the evaluation of performance in field by the Field Instructor with input from any additional agency supervisors;
- attainment of Field I objectives;
- attainment of individualized educational contract objectives;
- the quality of participation in field seminar;
- the completion of the narrative self evaluation;
- the completion and timeliness of required process recordings; and
- the quality and timeliness of weekly field journals.

In general, "A" work reflects consistently excellent performance. "B" work represents performance that is consistent and satisfactory. "C" work reflects inconsistent and less than satisfactory performance. Although “C” is a passing grade, it can be a warning sign of potential problems. The
Faculty Liaison will inform the directors of Field Education and the MSSW program regarding the student’s grade. “C” minus is considered a failing grade and the student will not receive credit for the course. Faculty Liaisons may choose to use plus (+) or minus (-) designations. Arrangements for “Incompletes (X)” must be made prior to the last day of class. The Field Instructor and agency must approve any extension.

C. Adhering To Field Policies
Students are responsible for familiarizing themselves and adhering to the policies and procedures in the Student Guide to Graduate Field.

VII. University Policies

A. The University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

B. Professional Conduct in Class
The Faculty Liaison expects students to act like professionals in seminar. This means students should arrive on time for seminar, be prepared to participate in the discussion, and show respect for one another’s opinions. Members will not, nor should they, always agree with one another. In this environment persons should be exposed to diverse ideas and opinions, and sometimes students will not agree with the ideas expressed by others. However, the Faculty Liaison and Field Instructor may reasonably expect students to engage one another with respect and professionalism.

C. Policy on Scholastic Dishonesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

D. Documented Disability Statement
Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Students must present the letter to the Faculty Liaison and Field Instructor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the Faculty Liaison and/or Field Instructor of any needed accommodations no later than five business days before a need that could reasonably be anticipated. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

E. Religious Holidays
By UT Austin policy, students must notify the Faculty Liaison and/or Field Instructor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, field assignment, or a project in order to observe a religious holy day, the
Faculty Liaison and/or Field Instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

F. Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their email address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

G. Safety
As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the Faculty Liaison and/or Field Instructor regarding any safety concerns.

H. Behavior Concerns Advice Line (BCAL)
If students are worried about a UT employee or student who is acting differently in a way that raises safety concerns, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about the individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

I. Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the Faculty Liaison and/or Field Instructor in writing during the first week of class and field.
- In the event of an evacuation, follow the Faculty Liaison and/or Field Instructor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
FIELD INSTRUCTION II

I. Standardized Course Description
Field Instruction II is a three credit course including supervised practice experience in a human service organization serving a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families group, organizations and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. Requirements include 240 hours at the agency/organization (e.g., 16-20 hours/week) and attendance and participation in field seminars that are designed to integrate practice and theories related to human behavior, organizational and community dynamics and policy in the context of service planning and service delivery.

Prerequisites
Prerequisites include the successful completion of Practice I, Graduate Field Instruction I, Development Across the Life Span: Individuals and Families, Foundations of Social Justice: Values, Diversity, Power, and Oppression, and Dynamics of Organizations and Communities. Practice II is a co-requisite for this course.

II. Standardized Course Objectives
Within the Student Guide to Graduate Field, each major objective is broken down into more specific behavioral components to assist the student and field instructor in understanding the intent of the objective. These provide a guide for the evaluation of the student's performance and represent expectations to be achieved by the end of the semester. At mid-term, area(s) in which the student is not expected to perform and the reasons(s) why must be identified in writing.
The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the School engages in ongoing curriculum assessment to demonstrate compliance with CSWE’s Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your online MSSW Student Guide.

All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

By the end of the course, the student will demonstrate the ability to:

1. Utilize professional roles, functions and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. (PB 14, 18, 28, 37)
2. Examine personal values and attitudes (including biases and stereotypes) to enhance professional self-awareness. (PB 2, 7, 15)
3. Manage value differences, ethical dilemmas, and confidentiality in accordance with the NASW Code of Ethics. (PB 8, 9, 10)
4. Establish and maintain appropriate boundaries and to apply the differential use of self in professional relationships in order to enhance practice effectiveness with client systems, colleagues, staff and/or representatives of other organizations or communities. (PB 3)
5. Be professionally accountable by adhering to agency protocol. (PB 4, 36)
6. Use supervision to examine risk-taking and the evaluation of own work, while maintaining an openness to constructive feedback. (PB 6)
7. Effectively use and evaluate communication skills including but not limited to empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (PB 4, 13, 30, 40, 41)
8. Identify and assess the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (PB 1, 10, 14, 19, 29, 31, 32, 33, 39)
9. Build upon the ecological model, the problem solving framework, the strengths perspective and developmental theory by demonstrating knowledge of empirically based theories and group practice. (PB 11, 12, 20, 22, 23)
10. Utilize assessment skills and formulate goals with the client systems. (PB 34)
11. Construct, implement and evaluate intervention plans. (PB 22, 35, 41)
12. Identify, utilize and evaluate community resources. (PB 1)
13. Effectively utilize and evaluate various social work roles within the context of the agency and community. (PB 11, 26, 27)
14. Critically assess the agency’s function, service delivery, policies, and formal/informal decision-making. (PB 11, 26, 27, 36)
15. Critically examine the relationship between individual client situations and macro issues in the context of community and social policy. (PB 14, 18, 23, 24, 27)
16. Gain administrative skills and knowledge related to an identified agency need.
17. Gain group planning, facilitation and process skills. (PB 13, 41)

III. Teaching Methods
Methods will be individualized to each agency setting.
IV. Required and Recommended Texts and Materials

A. Student Guide to Graduate Field

B. Individualized readings, as assigned, focused on special populations served in field setting and specialized problem areas.

V. Course Requirements

A. Service Giving Assignments

Students must meet the same field requirements regardless of agency placement or assigned seminar. To meet these requirements, all students are provided a minimum set of educational experiences under the supervision of their Field Instructor. The expected minimum field assignments include:

1. Students must work directly with the client populations served by their agencies. It is expected that each student will carry an average "learner's" load of between 3 and 6 cases. Students are expected to participate in the data collection and assessment process and to carry cases that include as many of the phases of the helping process as possible. Identification and assessment of clients' needs and linkage to appropriate resources should be emphasized. Agency and academic documentation is required including: process recordings, case assessments, field journals, and ongoing case/group recordings and administrative reports. Students must also have opportunities to work with diverse clients including women, ethnic minorities, and other vulnerable populations.

2. Students must have an opportunity to co-plan and co-facilitate a group within their agency setting. Students may plan for their groups during the first semester and actually implement it during the second semester. The identification of this assignment is done in conjunction with the Field Instructor and Faculty Liaison in order to ensure that the type of group, which is co-facilitated, is consistent with the level of intervention skills of a beginning level practitioner.

3. During the course of the two semesters at the agency, students must have opportunities to plan and carry out a macro project. Typically the macro project is in response to an agency need and fosters skill and experience for the emerging professional development of beginning social workers. In general, students may plan this project during the first semester and implement it during second semester field. The Faculty Liaison requires documentation of this assignment.

B. Hours

A minimum of 240 hours of field work is required, including the time spent in the weekly field seminars. Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the student’s requirement to work 16-20 hours per week in field. Time spent commuting to and from the agency may not be counted toward the field hour requirement. Time invested in field-related workshops must be pre-approved by the Field Instructor and reported to the Faculty Liaison.

Professional development is the priority for time invested in field. Therefore, no field time can be used to work on class assignments or personal communications.

C. Attendance
Attendance in field must demonstrate professionalism and punctuality. If, due to an emergency, a student is unable to report to field, the appropriate agency personnel must be informed as early as possible. The Field Instructor must be informed of the reason for the absence, and the student is responsible for any missed field obligations. Hours absent from field regardless of reason are not counted toward the required 240 hours per semester.

D. **Educational Contract**
An educational contract is an individual plan of learning. The educational contract is to be developed with the assistance of the Field Instructor in consultation with the Faculty Liaison. A draft of this document should be completed by the Faculty Liaison’s first field visit. Since it is a working document, this contract may be revised at any time when such a revision is considered appropriate and is approved by the Field Instructor.

E. **Process Recordings**
Process recordings are utilized for educational supervision with the Field Instructor and the Faculty Liaison. A minimum of six process recordings will be due over the course of the two semesters of Field I and Field II. The format and written guidelines for process recordings and due dates will be provided by the Faculty Liaison. The final field grade may be lowered if process recordings are not turned in as specified by the Faculty Liaison.

F. **Journals**
Weekly field journals provide the student an opportunity to process and integrate field experiences. These journals are submitted to the Faculty Liaison per instructions provided. Journal entries should reflect the following: awareness of student’s feelings, attitudes, and values; student’s observations and thoughts about the organizational operation of the agency; linkage of theory/knowledge in field practice; utilization of a systematic approach to problem solving; any value dilemmas observed and/or experienced; growth in awareness of use of self as a professional social worker; and use of supervision. It is important to be explicit in making observations relevant to diversity and social justice. In general, the field journal should demonstrate the student’s growth and progress as a practitioner as well as the attainment of the objectives for SW 384S. Failure to turn in field journals on a weekly basis will result in the lowering of the field grade. The field journal is a learning tool to be shared with the Faculty Liaison. Journals are not meant to be shared with the agency-based Field Instructor.

G. **Individual Supervision With Field Instructor**
Educational supervision is a collaborative relationship between Field Instructor and intern that facilitates the development of professional competence. It is an interactional process in which the primary purpose is to ensure the quality of client care while the supervisee is learning. It is provided on a weekly basis to facilitate practice and the attainment of the field objectives. Because performance as an adult, self-directed learner is the work pattern demanded in graduate field instruction, it is the student’s responsibility to be a punctual, assertive, well-prepared and accountable participant.

H. **Integrative Seminar**
Students are expected to reflect on their field experiences to integrate their socialization to the profession. Attendance and participation in a weekly integrative seminar is required. Since the overall goal of this seminar is to apply knowledge, values and skills to practice, the success of the seminar depends on each students’ participation in class discussion. This includes listening to the
opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

Information shared in class about agencies and clients is considered confidential as per the *NASW Code of Ethics* on educational supervision. Agencies are aware that information is shared in class for this purpose. However, discussions outside of class, with individuals outside of the seminar context are considered a breach of confidentiality.

I. Timesheets
Students are responsible for keeping a time sheet on the hours logged in field. These must be signed by the Field Instructor and turned in to the Faculty Liaison at the end of the semester. These are to be available for review during the on-site visits by the Faculty Liaison.

VI. Class Policies

A. Faculty Liaisoning
The Faculty Liaison will visit the agency two or more times a semester to confer with the student and Field Instructor about workload and performance. The format and schedule of visits may vary depending on needs of agencies and students.

B. Grading and Evaluation
The grade for SW 384S will be assigned by the Faculty Liaison. In determining the final field grade, the Faculty Liaison will take the following into account:

- successful completion of the required field hours;
- the evaluation of performance in field by the Field Instructor with input from any additional agency supervisors;
- attainment of Field II objectives;
- attainment of individualized educational contract objectives;
- the quality of participation in field seminar;
- the completion of the narrative self evaluation;
- the completion and timeliness of required process recordings; and
- the quality and timeliness of weekly field journals.

In general, "A" work reflects consistently excellent performance. "B" work represents performance that is consistent and satisfactory. "C" work reflects inconsistent and less than satisfactory performance. Although “C” is a passing grade, it can be a warning sign of potential problems. The Faculty Liaison will inform the directors of Field Education and the MSSW program regarding the student’s grade. “C” minus is considered a failing grade and the student will not receive credit for the course. Faculty Liaisons may choose to use plus (+) or minus (-) designations. Arrangements for “Incompletes (X)” must be made prior to the last day of class. The Field Instructor and agency must approve any extension.

C. Adhering To Field Policies
Students are responsible for familiarizing themselves and adhering to the policies and procedures in the *Student Guide to Graduate Field.*
VII. University Policies

A. The University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

B. Professional Conduct in Class
The Faculty Liaison expects students to act like professionals in seminar. This means students should arrive on time for seminar, be prepared to participate in the discussion, and show respect for one another’s opinions. Members will not, nor should they, always agree with one another. In this environment persons should be exposed to diverse ideas and opinions, and sometime students will not agree with the ideas expressed by others. However, the Faculty Liaison and Field Instructor may reasonably expect students to engage one another with respect and professionalism.

C. Policy on Scholastic Dishonesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

D. Documented Disability Statement
Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Students must present the letter to the Faculty Liaison and Field Instructor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the Faculty Liaison and/or Field Instructor of any needed accommodations no later than five business days before a need that could reasonably be anticipated. For more information, visit http://www.utexas.edu/diversity/ddce/ssl/.

E. Religious Holidays
By UT Austin policy, students must notify the Faculty Liaison and/or Field Instructor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, a field assignment, or a project in order to observe a religious holy day, the Faculty Liaison and/or Field Instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

F. Use of E-Mail for Official Correspondence to Students
Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.
G. **Safety**
As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the Faculty Liaison and/or Field Instructor regarding any safety concerns.

H. **Behavior Concerns Advice Line (BCAL)**
If students are worried about a UT employee or student who is acting differently in a way that raises safety concerns, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about the individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

I. **Emergency Evacuation Policy**
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the Faculty Liaison and/or Field Instructor in writing during the first week of class.
- In the event of an evacuation, follow the Faculty Liaison and/or Field Instructor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
FIELD INSTRUCTION III AND IV
CLINICAL CONCENTRATION

I. Course Description
Building on Field Instruction II, this nine credit hour course is a 540 hour supervised practicum within an organization that provides clinical social work services. The internship addresses the continued application of behavioral and practice theory to practice at an advanced level as related clinical practice in human service provision. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency.

Prerequisites: Students must have completed all core course work except the Capstone course which is taken concurrently.

II. Standardized Course Objectives
Students of both concentrations will be expected to satisfy the following overarching field objectives:

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the School engages in ongoing curriculum assessment to demonstrate compliance with CSWE’s Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your online MSSW Student Guide.

All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

Social Justice: Students will evaluate, differentiate, and apply professional roles, functions, and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. (CL/APB 5)

Ethics and Values: Students will critically examine personal values, attitudes, and expectations to enhance professional self-awareness and will demonstrate competency in managing value
differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. (CL/APB 2)

Professional Use of Self: Students will integrate and apply the differential use of self in professional relationships to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (CL/APB 1)

Accountability and Commitment to Professional Development: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional competence through skill building, accountability, and professional development. (CL/APB 2, 10d)

Cultural Competence: Students will analyze the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (CL/APB 2, 4)

III. Clinical Concentration Field Objectives
1. Theory and Practice Frameworks: Student demonstrates the ability to utilize empirically based theories, knowledge, and best/promising practices. (CL/APB 3, 6, 7)

2. Assessment: Student demonstrates the ability to select from multiple perspectives in order to effectively examine client strengths and issues. (CL/APB 3, 10b)

3. Intervention Planning: Student demonstrates the ability to construct intervention plans that specify measurable outcomes and delineate measurable treatment objectives. (CL/APB 4, 10c)

4. Critical Thinking: Student demonstrates the ability to use critical thinking skills in selecting, prioritizing, implementing, and evaluating interventions, and other aspects of social work practice. (CL/APB 6, 8, 10d)

5. Practice Evaluation: Student demonstrates the ability to initiate evaluation of his/her practice effectiveness. (CL/APB 6, 10c)

6. Termination: Student demonstrates the ability to engage client systems in the process of termination, including methods of maintaining gains and access to needed resources. (CL/APB 10d)

7. Relational Skills: Student demonstrates the ability to use the skills of empathy, paraphrasing, summarization, reflection, probing, elaboration, clarification, exploration, and validation. (CL/APB 10a)

8. Self-Disclosure: Student demonstrates self-awareness and the ability to appropriately utilize professional self-disclosure, to enhance the client/worker relationship. (CL/APB 1)

9. Monitor Triggers: Student will demonstrate the ability to recognize and monitor his/her own emotional reactions (i.e., transference/countertransference, avoidance, over-identification, personalization, etc.) to clients and their situations. (CL/APB 1)

10. Program Evaluation: Student demonstrates the ability to identify and evaluate agency programs in relation to client needs. (CL/APB 8, 9)
11. **Leadership Skills**: Student demonstrates the ability to utilize leadership skills. (CL/APB 9)

**IV. Teaching Methods**
Methods will be individualized to each agency setting.

**V. Required and Recommended Texts and Materials**
*Student Guide to Graduate Field*, individualized readings, as assigned, focused on special populations served in field setting and specialized problem areas.

**VI. Course Requirements**

**HOURS.** Students enrolled for **block placement** and placed either within or outside the Austin area must meet a minimum of 540 hours in their agencies. Students selecting block placement should register for SW694R/394S concurrently.

Students selecting to take **extended block** must be in field placement for a minimum of 540 hours (i.e., 16-20 hours a week for two semesters), regardless of the location of the placement. Current policy stipulates that a student choosing that option register for each of the final field courses separately and that all work for SW694R should be completed before entering SW394S.

It is the student’s responsibility to register for the appropriate prerequisite course(s) for field including the concurrent SW385T Capstone course which is only offered in the spring.

**ATTENDANCE.** The student must make up time, regardless of the reason for the absence. Such arrangements should be made as quickly as possible with the agency-based Field Instructor. The plans and fulfillment of required make-up should be shared in writing with the Faculty Liaison. **The classroom hours for the Capstone course do not count toward the 540 field hours.**

**EDUCATIONAL CONTRACT.** A written educational contract is to be developed by the student, approved by the Field Instructor, and submitted to the Faculty Liaison by the end of the second week in placement. In general, this document should serve as a guide for (1) development of field assignments; (3) further evaluation of a student's performance in field; and (3) his/her readiness for more independent practice. Periodic review and modification(s) of the contract are recommended. Copies of modified contracts are to be shared as quickly as possible with the Faculty Liaison.

**PROCESS RECORDING, AUDIO OR VIDEO RECORDING, COMPREHENSIVE ASSESSMENTS.** Any or all of these recordings may be assigned by the Field Instructor and/or the Faculty Liaison. More specific guidelines for the various types of recordings are available through the Field Office or may be developed by either the Field Instructor or the Faculty Liaison. All students have a minimum requirement of completing two process recordings over the course of the internship.

**AGENCY RECORDING.** Additional agency recordings may be assigned by the Field Instructor(s). This is to be available to the Faculty Liaison at the time of scheduled site visits. If the agency has minimal recording requirements, the Faculty Liaison and/or the Field Instructor may require additional written assignments which can address professional accountability requirements as well as educational needs.
EVALUATION. At mid-term, any area(s) of the objectives or educational contract in which the student is not expected to perform must be identified in writing. A narrative self-evaluation addressing both course objectives and the student's professional development based on the educational contract, must be written, typed, and submitted to the Field Instructor and the Faculty Liaison one week prior to the final evaluation conference. Subsequently, it is the Field Instructor's responsibility to complete the School's Final Evaluation of the student's performance based on the course objectives and educational contract, and to submit it to the School. In the event there is disagreement between the student's self-evaluation and the content of the final evaluation, the student has a right to submit a written addendum to the final evaluation. The format for the self-evaluation and the final evaluation instrument are provided by the Field Office and found in the Student Guide to Graduate Field, the Field Instructor's Manual, and on the SSW website.

MALPRACTICE INSURANCE. Students must be covered by an adequate malpractice insurance policy before beginning field. The School of Social Work, through the Office of Field Education, makes information available for students to purchase this policy prior to entering field.

GRADING. The grades of credit, no credit, or incomplete will be assigned by the Faculty Liaison. Credit reflects satisfactory and consistent performance in the field.

VII. Class Policies
Students are responsible for the content in the Student Guide to Graduate Field concerning field policies.

SAFETY IN FIELD. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

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POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Students are responsible for presenting the letter to their Faculty Liaison and Field Instructor at the beginning of the semester so that needed accommodations can be discussed. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.
RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify their instructor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the University informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

BEHAVIOR CONCERNS ADVICE LINE (BCAL) If students are worried about a UT employee or student who is acting differently in a way that raises safety concerns, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about that individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

VIII. Course Schedule
Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the students’ requirement of working 36-40 hours per week in field (16-20 hours per week for extended block).

IX. Bibliography
Student Guide to Graduate Field available at http://www.utexas.edu/ssw/field/forms/. Others as assigned by agency Field Instructor and/or Faculty Liaison.
THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course number: SW694R/394S
Instructor's name: as assigned
CAL

Unique number: as assigned
Office number:

Semester: Spring 2012
Office phone:

Meeting time/place: as assigned
Office hours:

FIELD INSTRUCTION III AND IV
COMMUNITY AND ADMINISTRATIVE LEADERSHIP

I. Course Description
Building on Field Instruction I and II, this combined nine credit-hour course provides a 540-hour supervised practicum within an organization that provides social work services. The internship addresses the continued application of behavioral and practice theory to practice at an advanced level related Community and Administrative Leadership in human service provision. The internship can be designed as a block of 540 hours for one semester or with approval, extended to two semesters for 270 hours each semester in the same agency.

Prerequisites: Students must have completed all core course work except the Capstone course which is taken concurrently.

II. Standardized Course Objectives
Students of both concentrations will be expected to satisfy the following overarching field objectives:

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the School engages in ongoing curriculum assessment to demonstrate compliance with CSWE’s Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your online MSSW Student Guide.

All identified Practice Behaviors will be assessed in the comprehensive field evaluation.

Social Justice: Students will evaluate, differentiate, and apply professional roles, functions, and strategies to competently address needs of vulnerable populations to enhance human well-being, reduce social problems, and promote social and economic justice. (CAL/APB 5)
Ethics and Values: Students will critically examine personal values, attitudes, and expectations to enhance professional self-awareness and will demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics. (CAL/APB 2)

Professional Use of Self: Students will integrate and apply the differential use of self in professional relationships to enhance practice effectiveness with clients, colleagues, staff and/or representatives of other organizations or communities. (CAL/APB 1)

Accountability and Commitment to Professional Development: Student maximizes the use of supervision and consultation to refine critical thinking skills, seek learning opportunities outside the agency, and to utilize collegial feedback in order to increase professional competence through skill building, accountability, and professional development. (CAL/APB 2, 10a)

Cultural Competence: Students will analyze the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems. (CAL/APB 2, 4)

III. CAL Concentration Field Objectives
1. Leadership: Student demonstrates the ability to critique and apply leadership styles and management processes from an eco-systems perspective, taking into account social work values and ethics. (CAL/APB 2, 7)

2. Management/Program Evaluation or Policy/Operations Analysis: Student demonstrates knowledge and understanding of the process for conducting management audits, program evaluations or policy/operations analyses of human service agencies and programs with an emphasis on strengths, assets, and empowerment. (CAL/APB 7, 8, 10c)

3. Organizational Structure for Resource Utilization: Student demonstrates the ability to understand and utilize organizational structures in a way that supports mobilizing people and resources to address staff, agency and community needs. (CAL/APB 3)

4. Budgeting and Funding Resources: Student demonstrates the ability to understand and utilize budgeting and funding resources to achieve service effectiveness. (CAL/APB 10c)

5. Advanced Technology: Student demonstrates the ability to use advanced technology in bringing about service improvements and planned change in organizations and/or communities. (CAL/APB 9, 10b)

6. Strategic Planning Process: Student demonstrates the knowledge and understanding of the strategic planning process to ensure system integrity with internal and external environments. (CAL/APB 9)

7. Advocacy: Student demonstrates knowledge and understanding of advocacy for the resolution of human service issues and to advocate for policies that promote individual and collective well-being. (CAL/APB 3)
8. **Change Processes**: Student demonstrates the ability to use evidence-based practice approaches to assess opportunities for change in single organizations or multi-organizational service delivery systems. (CAL/APB 5, 6, 10b)

9. **Impact Analysis**: Student demonstrates the ability to analyze the impact of policies, funding, norms, and power on human service systems, communities, practitioners, and consumers. (CAL/APB 5, 10d)

10. **Policy Analysis**: Student demonstrates the ability to analyze and seek solutions for intended and unintended consequences of domestic and foreign policies by governments on human service organizations, programs, and populations-at-risk in the state, nation, and other countries. (CAL/APB 8, 10d)

11. **Human Resources**: Student demonstrates the ability to identify barriers to employment and job satisfaction due to discrimination. (CAL/APB 10a)

**IV. Teaching Methods**

Methods will be individualized to each agency setting.

**V. Required and Recommended Texts and Materials**

_Student Guide to Graduate Field_, individualized readings, as assigned, focused on special populations served in field setting and specialized problem areas.

**VI. Course Requirements**

**HOURS.** Students enrolled for block placement and placed either within or outside the Austin area must meet a minimum of 540 hours in their agencies. Students selecting block placement should register for SW694R/394S concurrently.

Students selecting to take extended block must be in field placement for a minimum of 540 hours (i.e., 16-20 hours a week for two semesters), regardless of the location of the placement. Current policy stipulates that a student choosing that option register for each of the final field courses separately and that all work for SW694R should be completed before entering SW394S.

It is the student’s responsibility to register for the appropriate prerequisite course(s) for field including the concurrent SW385T Capstone course which is only offered in the spring.

**ATTENDANCE.** The student must make up time, regardless of the reason for the absence. This is intended to provide more continuity for the agency's program. Such arrangements should be made as quickly as possible with the agency-based Field Instructor. The plans and fulfillment of required make-up should be shared in writing with the Faculty Liaison. **The classroom hours for the Capstone course do not count toward the 540 field hours.**

**EDUCATIONAL CONTRACT.** A written educational contract is to be developed by the student, approved by the Field Instructor, and submitted to the Faculty Liaison by the end of the second week in placement. In general, this document should serve as a guide for (1) development of field assignments; (3) further evaluation of a student's performance in field; and (3) his/her readiness for more independent practice. Periodic review and modification(s) of the contract are recommended. Copies of modified contracts are to be shared as quickly as possible with the Faculty Liaison.
DOCUMENTATION. It is expected that students in this concentration develop skill in task-oriented written and oral communication. Therefore, written and/or oral final reports will be required for assignments. The target audience for each report will be determined by the Faculty Liaison and the Field Instructor. All students have a minimum requirement of completing one process recording.

AGENCY RECORDING. Additional documentation for the agency may be assigned by the Field Instructor(s) and Faculty Liaison. This is to be available to the Faculty Liaison at the time of scheduled site visits. If the agency has minimal recording requirements, the Faculty Liaison and/or the Field Instructor may require additional written assignments in order to address the need to be accountable to the School, the agency, and the community. All students have a minimum requirement of completing two process recordings over the course of the internship.

EVALUATION. At mid-term, any area(s) of the objectives or educational contract in which the student is not expected to perform must be identified in writing. A narrative self-evaluation addressing both course objectives and the student's professional development based on the educational contract, must be written, typed, and submitted to the Field Instructor and the Faculty Liaison one week prior to the final evaluation conference. Subsequently, it is the Field Instructor's responsibility to complete the School's Final Evaluation of the student's performance based on the course objectives and educational contract, and to submit it to the School. In the event there is disagreement between the student's self-evaluation and the content of the final evaluation, the student has a right to submit a written addendum to the final evaluation. The format for the self-evaluation and the final evaluation instrument are provided by the Field Office and found in the Student Guide to Graduate Field, the Field Instructor's Manual, and on the SSW website.

MALPRACTICE INSURANCE. Students must be covered by an adequate malpractice insurance policy before beginning field. The School of Social Work, through the Office of Field Education, makes information available for students to purchase this policy prior to entering field.

GRADING. The grades of credit, no credit, or incomplete will be assigned by the Faculty Liaison. Credit reflects satisfactory and consistent performance in the field.

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VIII. Course Schedule
Students will schedule their hours with the Field Instructor to meet the needs of the agency and to fulfill the students' requirement of working 36 hours per week in field (18 hours per week for extended block).

IX. Bibliography
Student Guide to Graduate Field available at http://www.utexas.edu/ssw/field/forms/.
Others as assigned by agency Field Instructor and/or Faculty Liaison.